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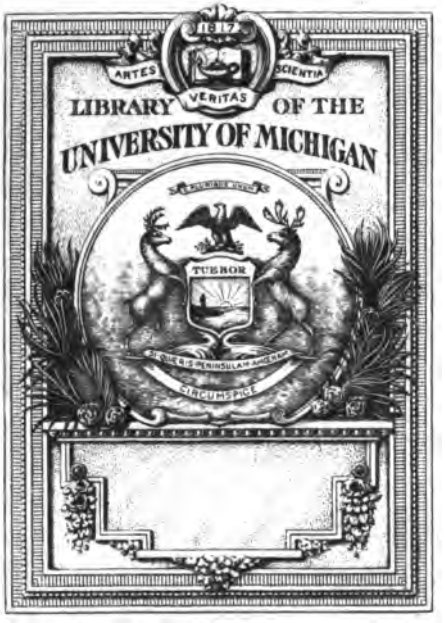
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FORTY-SEVENTH ANNUAL REPORT

OF THE

St. Louis.

BOARD OF EDUCATION

OF THE

CITY OF ST. LOUIS, MO.,

FOR THE

YEAR ENDING JUNE 30, 1901.



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1900–1901.

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ALBERT B. GREENE	Four Years.	1901	76 Koken Bldg., 715 Locust St.
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HENRY DROSTE	Six Years.	1903	1828 North Jefferson Ave.
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JAMES L. FORD	Six Years.	1903	506 South Seventh St.
WILLIAM G. MOORE	Six Years.	1903	86 Vandeventer Place.
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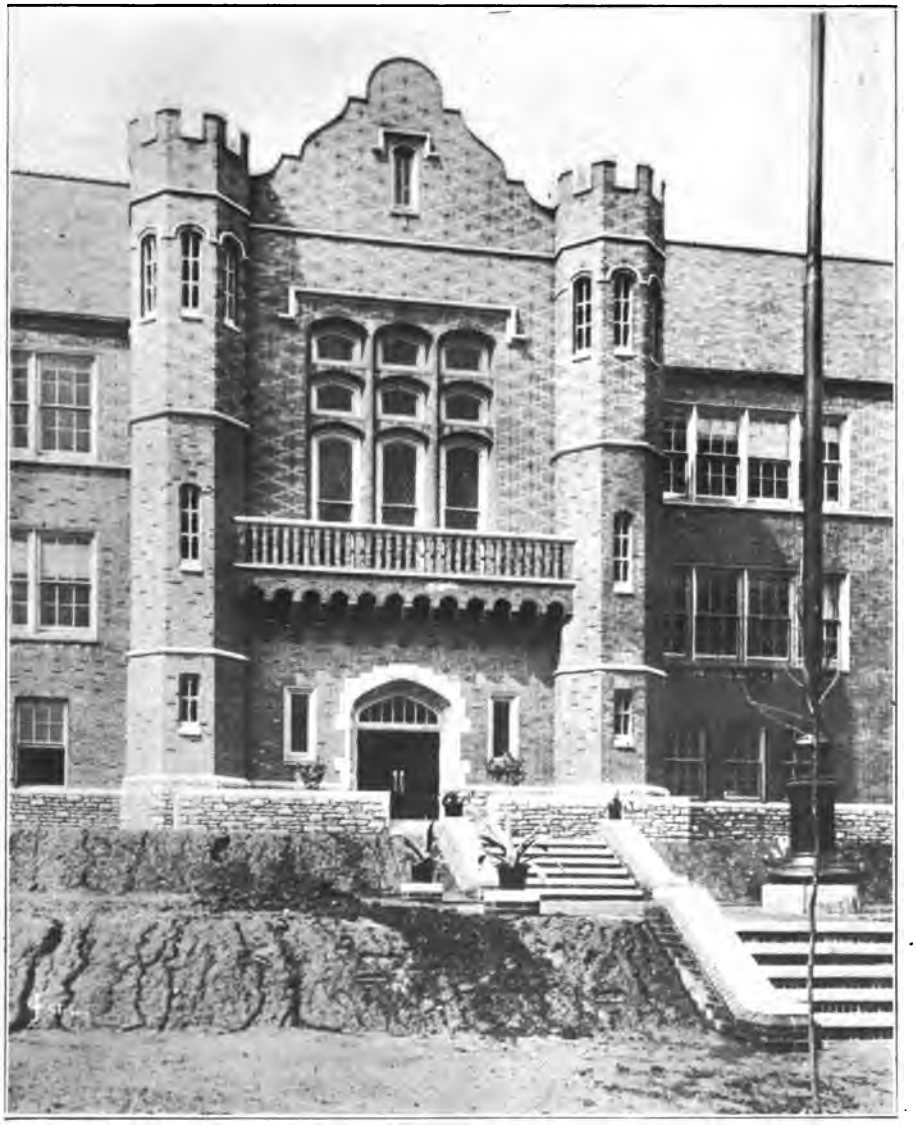
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ANNUAL REPORT

OF THE

SUPERINTENDENT OF INSTRUCTION.

ST. LOUIS, MO., November 1, 1901.

To the Board of Education of the City of St. Louis:

GENTLEMEN: The Annual Report which is herewith submitted presents the condition of the Public Schools during the scholastic year 1900–1901. The first part exhibits a general view of the growth in enrollment, attendance, the progress made in providing room, the educational condition of the schools, and similar matters. The second part consists of statistical tables exhibiting the grading, attendance and enrollment of pupils in each school, the number of rooms in each building in the city, and similar matters. The last part of the report briefly presents matters of general information, which are of interest to citizens, parents and teachers, and which are the subject of frequent inquiry. It contains the location and boundaries of school districts, the regulations of the Health Department concerning vaccination and contagious deseases, the list of text-books used in the public schools, the schedule of salaries paid to teachers, and similar matters.

CITY POPULATION AND SCHOOL ENROLLMENT.

The city population in 1900, according to the United States Census, was 575,238. The estimate of the population of St. Louis for the year 1901, based on the enumeration of Gould's City Directory, was 590,800. While it must be borne in mind that this is not an enumeration based on a direct count, but merely an estimate, it appears that the estimated increase in population is a very moderate one.

In the report for the year 1899–1900 (page 42) a basis for future estimates of school population was discussed, which is founded on the ratio between actual average school attendance (see table "E" of part III.) and city population. It was shown that a fairly steady ratio existed between the two and that the school attendance was about 9.6 per cent of the city population. If that ratio were made the basis of an estimate, this year's average attendance of 58,128 school children would indicate a city population of 605,500 persons. But it is wiser perhaps to take the more moderate estimate mentioned above, because a new element has entered into the increase in attendance during the past year; namely, a healthy reaction on the part of the parents against the early withdrawal of children from school, and the continuance of children in the higher grades have led to an increase in number there which is apparently not due to the growth in the population of the city. If the increase in the average number of children in attendance has been due exclusively, or nearly so, to new accessions, it would allow an inference as to growth of population, but such is not the case. The increase in the number of children in average attendance may be due in part to new pupils entering the school, but it is, also, in great measure, the result of a smaller number of withdrawals at the critical age of twelve, or at the beginning of the fifth grade.

TABLE 1. — CITY AND SCHOOL POPULATION.

(a.) *City Population.*

Population of St. Louis, 1900 (U. S. Census)	575,238
Population of St. Louis, 1901 (Estimated)	590,800

(b.) *School Population (Estimated).*

	White.	Colored.	Total.
Male	76,381	3,975	80,356
Female	79,449	4,216	83,665
Total	155,830	8,191	164,021

(Or 27.8 per cent of the estimated total population.)

(c.) *Enrollment.*

Total number enrolled in the Public Schools (including Evening Schools)	82,712
(Or 14 per cent of total population.)	
Estimated number enrolled in Private and Parochial Schools	26,000
Estimated number of persons between the ages of 6 and 20, not enrolled during the scholastic year 1900–1901, in either Public or Private Schools	55,309

(d.) *Increase in Enrollment in the Public Schools.*

1893–94, increase in enrollment	3,670
1894–95, " " "	1,589
1895–96, " " "	3,101
1896–97, " " "	1,394
1897–98, " " "	999
1898–99, " " "	322
1899–1900, " " "	2,019
1900–1901, " " "	1,011

SCHOOL POPULATION AND ENROLLMENT.

The preceding table shows that about 108,712 persons attended public or private schools, while there are 164,021 persons of school age. To avoid a very common misunderstanding, namely, that the difference between the two numbers represents the number of people growing up without school education, an explanation of these facts is here repeated from a former report.

The Constitution of the State of Missouri fixes the legal age so as to include all persons of six and under twenty years of age, in the following clause: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years."

It will be noticed that the Constitution simply fixes the limit, not the duration of the public school instruction. As a matter of course, it does not mean that every person should go to school for the period of fourteen years, from the sixth to the twentieth year of their age. The provision means that public money cannot be spent for children below six, nor for persons above twenty.

In the table given above, the number of persons between the ages of six and twenty is given as approximately 165,000, of whom about 81,000 are enrolled in the public schools, and perhaps 26,000 in private institutions. Few young people attend a public school for the whole length of a period of fourteen years, which is the time covered by the limits of school age as fixed by the constitution. There must be therefore at all times, even if we had rigidly enforced compulsory attendance laws, a large number of persons of school age that are not in school. All persons of school age, for instance, that have attended school for eight years, finishing all the grades of the Grammar Schools, and then have gone into some business vocation, are counted as persons of school age not enrolled in either public or private schools. If each person of the 165,000 of school age attended school for seven years, or for half the time covered by the legal school age, it is clear that there could not be more than 80,000 pupils enrolled at any one time. This is so self-evident that it would not be necessary to dwell upon it were it not for the fact that the existing numerical dif

ference between the number of persons between the ages of six and twenty, and the number of children actually enrolled in the city schools, has sometimes given rise to the fallacious inference that the difference between the two numbers represents the children that receive no education whatsoever, whereas, the difference is caused by the fact that comparatively few people attend school for fourteen years.

DOUBLE TIME SESSIONS.

No child in the City of St. Louis is refused admission to the school of his district for lack of room. The principals are instructed never to turn away a child living in the school district and applying for admission. Room is made whenever a school becomes crowded, by providing portable houses, rented rooms or a new building; or if none of these remedies is immediately available, a "double time session" is arranged for the overcrowded room. In such case half the children attend in the morning, and the other half are instructed by another teacher in the afternoon.

The Board of Education has always looked upon these "double time sessions" as makeshifts which must be discontinued in each case at the earliest possible time. The progress made in rapidly providing better accommodations for the relief of crowded districts than the double time session affords may be gleaned from the following table, which shows that at the present time there are no double time sessions anywhere in the city. All the children receive a whole day's unbroken instruction. The date of November 11, 1901, is chosen for the last item in the following table, because on that day the Edward Wyman building was opened and the transfer of the afternoon classes from the Hodgen ended the last double time session in the city.

Double Time Sessions in various parts of the city during the school year 1897–98	84
Double Time Sessions in various parts of the city during the school year 1898–99	26
Double Time Sessions in various parts of the city during October, 1899	9
Double Time Sessions in various parts of the city during October, 1900	4
Double Time Sessions in various parts of the city November 11, 1901.	0

NEW BUILDINGS.

Several new buildings were completed and opened in the course of this scholastic year. The "Eugene Field School," a twenty-room building, was opened in the middle of the year, and relieved the crowded condition of the Marquette and Washington Schools. Other large first-class buildings, such as the "Edward Wyman School," and "John Marshall School," are approaching completion, and are expected to be ready at the beginning of the school year 1901–1902. With the opening of the "Edward Wyman School" it will be possible to discontinue the neighboring Compton School as a primary school, and to assign to it some other educational purpose. While this building is small it is well fitted for school purposes. It is recommended that the Public Day School for the Deaf, now located in the Jefferson building, be transferred to the Compton School building. This course commends itself for the double reason that the removal of the Deaf Mute School will add another room to the Jefferson School, which is in need of such accommodation, and it will also give to the Deaf Mute School a special building, free from the disturbance which its forced location in a crowded school involved. It frees the deaf mutes from the trip through the travel-crowded down town thoroughfares which the affliction of these children makes particularly hazardous.

The expected opening of the new John Marshall School in September, 1901, will make it possible to give much

needed relief to both the Cote Brilliante and Elleardville schools. The latter is an old building with a mansard roof which in the winter of the school year just passed was found to be in bad repair. In order to run no unnecessary risk, the school was closed for two weeks and the mansard roof removed. The pupils of four rooms were located temporarily in rented buildings.

Under the rules of the Board of Education, the Superintendent of Instruction is required to make a report in the November meeting, stating what buildings should be erected and what sites purchased. The following statement shows the accommodations which were recommended and the action taken by the Board: —

NEW BUILDINGS.

NAMES OF SCHOOL DISTRICTS NEEDING ADDITIONAL ACCOMMODATIONS, AND THE NUMBER OF ROOMS RECOMMENDED.	ACTION BY BOARD OF EDUCATION.
Oak Hill Branch, 10 rooms.	A site 213.9½x161.11½ located on Juniata Street and Oak Hill Avenue was purchased, and a ten-room building, called the "Horace Mann School" is almost completed and will be opened February 10, 1902.
Simmons School, 4 or 5 rooms....	A third story containing five rooms has been added to the school and was occupied September, 1901.
Arlington and Dozier School Districts, 20 rooms.....	A site 251 ft. x 226 ft. located on Page Avenue and Arlington Avenue, was purchased and a 22-room building, called the "Ralph Waldo Emerson School" is being erected. It will be ready for occupancy in September, 1902.
High School..... ...	The Board of Education ordered the purchase of two High School sites, one in the northern and one in the southern part of the city. One of these sites, 329x304.10½, located on Russell and Missouri Avenues, has been bought and plans for the building of two High Schools equipped for Manual Training have been ordered.
Walnut Park District, 8 rooms...	Action deferred.

SCHOOL SITES.

District of the Charless, Carroll and Peabody Schools.....	Negotiations for the purchase of an appropriate site are pending.

VALUATION OF SCHOOL PROPERTY.

The following table shows that the total value of that part of the property of the Board of Education of the City of St. Louis, which is invested in schoolhouses and grounds is $5,887,450.42: —

VALUE OF SCHOOL PROPERTY.

(June 30th, 1901.)

	1900–1901.	1899–1900.	Increase in Value.
Value of school lots.....	$716,416 23	$698,416 23	$18,000 00
Buildings.....	5,171,034 19	4,868,020 48	303,013 71
Total value of property used for school purposes.....	$5,887,45 420	$5,566,436 71	$321,013 71

THE NEEDS OF THE PUBLIC SCHOOLS.

During the past year the amount invested in schoolhouses and grounds by the people of the city through the Board of Education has increased $321,013.71. In other words, of the total income of the Board about one-sixth became a permanent investment. The following table shows the financial history of the Board of Education since 1870, and exhibits the fact that never in the history of the Public Schools has there been as large a portion of the revenue expended in the erection of school buildings and the purchase of sites as in the past five years (see column 12). The proportionately large expenditures for buildings in the years 1891–94, which the table shows, includes $406,591.00 for the Board of Education Building, which was taken not from the current revenue but from the permanent fund, and $332,273.00 for the new High School, which sums were derived largely from the sale of

the old High School and other buildings, leaving about $1,144,766.00 for school buildings from 1890–95, while the present Board from 1895 to 1900 spent $1,714,891.14 for the same purpose. From 1885 to 1890 only $450,000.00 of the revenue received was invested in school buildings. In explanation of some of the instructive statistics of this table I quote from a former report: —

"In 1870–71, the expenditures required to maintain the schools exceeded the income by about $500,000.00. It was found impossible to maintain the schools from the proceeds of taxation, and a large loan had to be made. Nor was this the experience of that year only. Until 1875 the Board had to make large loans annually, to be able to run the schools. These loans recurring every year show that the revenue of the Public Schools was insufficient for their maintenance, as long as thirty years ago. All the building was done with borrowed money, and part of the expenses for maintenance was defrayed from the same source.

In 1875, a new constitution was adopted, which prohibited the raising of money through loans, but allowed the public schools to levy an additional mill for the canceling of the heavy floating debt. A glance at column 12 of the table will show the effect of this limitation of the income to the four-mill tax. There remained no money, or insufficient money, available for building purposes. For the sixteen years (from 1874 to 1890), following the time when no buildings could be erected through loans, there were but comparatively few new schoolhouses built, and the supply lagged far behind the demand. The lack of sufficient revenue had for its consequence that the children of the city were refused adequate school accommodation. It is only since 1893, when the General Assembly of the State increased the Merchants' Tax to the same rate as the Gen-

eral Tax (i. e., 4 mills), that it became possible to supply new buildings somewhat more liberally. But even then the Board remained in great financial straits, as a glance at column 7, for the years 1892–1897, will show. During 1892 and 1895 teachers' salaries to the amount of $106,-363.40 and $115,552.95 respectively, could not be met from the revenue of the year, and had to be carried over to the following year.

TABLE SHOWING TEACHERS' SALARIES AND

YEAR.	INCOME.						EXPENDITURE.	
							For Maintenance.	
	From Taxation.	From State School Fund.	From Notes or Bonds.	From Special Tax for Bonded Indebtedness.*	From Miscellaneous Sources.†	Total.	Teachers' Salaries.	Sundries.‡
	1	2	3	4	5	6	7	8
1870-71	$ 551,256 15	$ 61,350 71	$ 470,000 00	.....	$ 159,190 16	$ 1,231,797 02	$ 373,674 55	$ 181,647 10
1871-72	608,160 18	64,540 38	150,000 00	.....	158,428 12	981,128 68	420,529 85	184,393 45
1872-73	594,909 54	56,210 88	390,000 00	.....	87,522 52	1,128,642 94	466,462 40	205,433 44
1873-74	628,230 13	74,045 07	467,170 00	.....	88,312 18	1,252,757 38	499,426 10	247,564 70
1874-75	645,176 09	91,083 15	380,000 00	.....	113,254 00	1,179,513 24	522,350 09	248,718 23
1875-76	609,222 19	96,743 60	85,000 00	$ 152,305 55	d 129,504 26	1,072,775 60	543,741 52	192,985 99
1876-77	636,350 99	131,946 05	40,000 00	159,087 75	143,022 93	1,090,407 72	564,478 25	205,234 64
§1877-78	713,279 99	85,117 07	b 240,000 00	178,819 99	140,219 85	1,356,936 90	607,929 25	216,871 80
1878-79	683,871 28	71,268 85	c 208,767 80	75,985 70	129,339 06	1,169,232 69	632,988 15	240,792 17
1879-80	670,898 35	74,725 80	.....	74,544 26	122,275 28	942,443 69	594,410 95	239,288 12
1880-81	730,130 99	76,063 29	.....	89,438 64	123,714 95	1,019,347 87	f 585,456 95	225,854 57
1881-82	696,052 07	78,548 06	.....	85,489 59	64,183 27	924,272 99	595,111 15	281,940 62
1882-83	753,665 76	79,791 50	.....	51,569 75	206,858 45	1,091,885 46	623,982 50	262,373 51
1883-84	755,868 79	83,054 18	.....	.....	136,122 01	975,044 98	632,973 00	272,984 30
1884-85	824,806 57	78,962 65	.....	.....	117,366 27	1,021,135 49	660,615 45	252,954 13
1885-86	763,927 54	11,025 00	.....	.....	e 219,654 60	994,607 14	690,213 80	267,066 48
1886-87	853,133 65	93,459 63	.....	.....	135,194 01	1,081,787 29	703,020 85	292,328 78
1887-88	856,416 85	97,648 59	.....	.....	151,880 54	1,105,945 98	g 692,901 90	342,892 33
1888-89	901,932 00	98,101 70	.....	.....	167,251 93	1,167,285 63	h 677,520 35	349,423 79
1889-90	923,057 83	105,726 70	.....	.....	215,633 02	1,244,417 55	701,988 00	283,223 81
1890-91	962,270 41	109,037 90	.....	.....	250,337 22	1,321,645 53	728,409 50	326,257 88
1891-92	1,007,418 38	109,114 36	.....	.....	443,647 89	1,560,180 63	777,325 60	411,088 06
1892-93	1,100,118 14	150,766 69	.....	.....	249,367 41	1,500,252 24	798,292 15	393,090 73
1893-94	a 1,228,282 35	133,841 06	.....	.....	188,112 81	1,550,186 22	i 848,131 65 / 741,968 25	398,647 00
1894-95	1,358,226 28	137,003 38	.....	.....	229,639 82	1,724,869 48	j 888,230 95 / 994,694 35	379,877 71
1895-96	1,380,983 98	146,000 70	.....	.....	152,197 15	1,679,181 83	k 927,850 65 / 812,297 70	454,765 29
1896-97	1,481,499 33	152,068 48	.....	.....	80,480 03	1,664,047 79	l 971,001 00 / 1,086,558 95	m 508,248 60
1897-98	1,480,726 41	142,652 14	.....	.....	180,721 41	1,804,099 96	985,884 97	342,753 69
1898-99	1,564,441 78	147,775 83	.....	.....	160,124 24	1,873,341 85	1,008,491 58	461,654 81
1899-1900	1,632,336 40	150,563 73	.....	.....	150,703 00	1,933,603 13	1,033,062 07	500,961 38
1900-1901	1,696,202 14	160,558 65	.....	.....	771,582 04	2,028,342 83	1,072,191 98	527,999 12

COST OF SCHOOL BUILDINGS FOR 30 YEARS.

Expenditures.					Per Cent Expenditures Devoted to—			Year.
For Maintenance.	For Liabilities Redeemed.		For Permanent Improvements (Buildings).	Total.	Teachers' Salaries.	Maintenance (Including Teachers' Salaries).	Permanent Improvements (Buildings).	
Total.	Notes.	Bonds.						
9	10	11	12	13	14	15	16	
$ 555,321 65	$ 490,842 78	.....	$ 197,318 99	$ 1,243,478 42	49.6	73.8	26.2	1870-71
604,923 30	206,936 69	.....	152,698 69	964,558 68	55.5	79.8	20.2	1871-72
671,895 84	338,249 20	.....	133,904 54	1,144,049 58	57.9	83.4	16.6	1872-73
746,990 80	424,942 88	.....	88,831 17	1,260,764 85	59.8	89.4	10.6	1873-74
771,068 82	355,680 00	.....	44,345 57	1,171,093 89	64.1	94.6	5.4	1874-75
736,727 51	252,500 00	.....	21,388 19	1,010,615 70	71.7	97.2	2 8	1875-76
769,712 89	85,760 00	.....	152,357 97	1,007,830 86	62.2	83.5	16 5	1876-77
824,301 05	479,260 00	.....	175,902 93	1,479,463 98	60.8	82.4	17.6	1877-78
873,780 32	212,000 00	.....	58,208 55	1,143,988 87	67.9	93.8	6 2	1878-79
833,699 07	130,000 00	.....	1,501 92	965,200 99	71.2	99.8	.2	1879-80
811,311 52	.....	$ 50,000 00	11,953 00	873,264 52	71.1	98.5	1.5	1880-81
877,051 77	.....	89,200 00	130,469 10	1,096,720 87	59.1	87.1	12.9	1881-82
868,356 01	.....	35,900 00	160,446 39	1,082,702 40	59.6	84.9	15.3	1882-83
905,957 30	.....	34,300 00	50,854 37	991,111 67	66.2	94.7	5.3	1883-84
913,569 58	.....	16,035 90	56,926 20	986,531 68	68.1	94.1	5.9	1884-85
957,280 28	.....	.....	n 89,972 31	1,047,252 59	65 9	91.5	8.5	1885-86
995,349 63	.....	.....	o 38,466 00	1,033,815 63	68.	96.3	3.7	1886-87
1,035,794 23	.....	.....	38,100 00	1,073,894 23	64.5	96.5	3 5	1887-88
1,026,944 14	.....	.....	178,070 69	1,205,014 83	56.2	85.2	14.8	1888-89
985,206 81	.....	.....	106,340 48	1,091,547 29	64.3	90.3	9.7	1889-90
1,054,667 33	.....	.....	217,999 89	1,272,667 22	57.2	82.9	17.1	1890-91
1,188,413 66	.....	.....	p 442,242 91	1,630,656 57	47.7	72.9	27.1	1891-92
1,191,382 83	.....	.....	q 544,396 69	1,735,779 57	46.	68.6	31.4	1892-93
i { 1,246,978 65 / 1,140,615 25	.....	.....	r 364,493 19	i { 1,611,471 84 / 1,505,108 44	i { 53.6 / 49.3	i { 77.4 / 75.8	i { 22.6 / 24.2	1893-94
j { 1,280,208 66 / 1,374,572 06	.....	.....	314,500 09	j { 1,589,708 75 / 1,689,072 15	j { 56.1 / 58.9	j { 80.1 / 81.4	j { 19.9 / 18 6	1894-95
k { 1,382,615 94 / 1,267,062 99	.....	.....	389,146 44	k { 1,771,762 38 / 1,656,209 43	k { 52.4 / 49.	k { 78. / 76.5	k { 22. / 23.5	1895-96
l { 1,479,249 60 / 1,594,902 55	.....	.....	237,799 80	l { 1,717,049 40 / 1,832,602 35	l { 56.6 / 59.3	l { 86.1 / 87.	l { 13.9 / 13.	1896-97
1,328,638 66	.....	.....	145,461 08	1,474,099 74	66.9	90.1	9.9	1897-98
1,470,146 39	.....	.....	490,304 35	1,960,450 74	51.4	75.	25.	1898-99
1,534,023 45	.....	.....	452,179 47	1,986,202 92	52.	77.2	22.8	1899-1900
1,600,191 10	.....	.....	346,516 91	1,946,708 01	55.	82.3	17.7	1900-1901

* New State Constitution adopted in 1875, providing for the levy of one mill additional taxation for the purpose of liquidating the Board's indebtedness.

† This column includes amounts realized from sale of text-books to children, ranging from $18,559.11 in 1878-79 to $52,270.66 in 1899-1900.

‡ This column includes amounts paid for purchase of text-books, ranging from $23,674.32 in 1877-78 to $63,033.94 in 1899-1900.

§ Effective with the beginning of the year 1877-78, the salaries of all teachers receiving $500.00 a year and upwards were reduced 7½ per cent. The large increase in total amount paid to teachers, compared with the preceding year, is due to the fact that there were 164 more teachers employed in 1877-78 than in 1876-77. This was brought about by the extension of the city limits, and the addition to the corps of a large number of Paid Assistants in the Kindergartens.

(a) Increase in revenue from taxation: Act of Legislature (Feb., 1893) increased Merchants' Tax to same rate as general tax (i. e., 4 mills). Hitherto the amount received from this tax had ranged from $9,000.00 in 1888-89, to $11,000.00 in 1892-93. By the Act of February, 1893, this tax was swelled to $121,562.88 in 1893-94.

(b) This amount includes $150,000 realized from sale of bonds.

(c) This amount includes $128,767.80 realized from sale of bonds.

(d) This amount includes $41,474.87 received from county school fund.

(e) This amount includes $100,000.00 received from bequest of Henry Ames.

(f) Decrease due to reduction in number of teachers employed; brought about principally by introduction of German-English teachers, and partly by withdrawing those teachers known as "Extras" from a number of schools which by their quota of pupils, were entitled to more teachers than required by the number of rooms.

(g) Reduction caused by study of German being discontinued from and after the middle of the year (January 29, 1888).

(h) Further reduction caused by German not being taught during any part of the year (discontinued in middle of preceding year — see Note "g").

(i) $106,363.40 of the amount of teachers' salaries carried over to next year; small figures show total amount incurred, including this liability; large figures show actual amount paid out this year.

(j) $106,363.40 of the amount of teachers' salaries carried over from preceding year; small figures show amount actually incurred during this year; large figures show total amount paid out, including the $106,363.40 carried over from preceding year.

(k) $115,552.95 of the amount of teachers' salaries carried over to next year; small figures show total amount incurred, including this liability; large figures show actual amount paid out this year.

(l) $115,552.95 of the amount of teachers' salaries carried over from preceding year; small figures show amount actually incurred during this year; large figures show total amount paid out, including the $115,552.95 carried over from preceding year.

(m) Includes $78,257.61 expended directly in repairing damages caused by tornado of May, 1896, and about $30,000.00 in making repairs occasioned indirectly by the same cause.

(n) This amount includes $34,000.00 paid for site of new High School building.

(o) This amount includes $12,215.00 expended on new High School building.

(p) This amount includes $36,141.15 expended in erection of new High School building, and $206,030.00 expended in erection of Board of Education building.

(q) This amount includes $191,998.75 expended in erection of new High School building, and $200,561.87 expended in erection of Board of Education building.

(r) This amount includes $91,928.96 expended in erection of new High School building.

It has been felt for many years by successive Boards of Education that the revenue of the city for purposes of public education is not sufficient. There are many needs, which cannot be adequately provided for.

There is need of additional school accommodations caused by the increase in population. The urgent necessity of rebuilding many of the old schoolhouses that have stood for fifty years is apparent; there should be more high schools, a normal school should be built at the earliest time, because the supply of properly prepared teachers is about to be exhausted; the salaries of teachers are too small, and we cannot always secure the best material for our principalships since more lucrative positions are offered.

The need of additional revenue has been considered by the Board of Education during the year just passed. A special committee of which Col. James L. Ford was chairman presented a report on the subject from which I may be permitted to quote with such changes in some of the statistics as to embody the dates of this year.

THE NEEDS OF THE PUBLIC SCHOOLS.

"With the closest possible economy the Board of Education finds the proceeds of the four-mill tax, which pays for all the needs of the schools, insufficient to meet the proper demands which the people may make upon their system of public schools. The revenue from the four-mill tax is insufficient to build enough schoolhouses for our rapidly growing population. The number of children enrolled in the public schools in 1890–91, was 59,700, and in 1900–1, 79,300, an increase of 19,600 children in 11 years — about 1,800 per year. To supply school room for this increase alone, would require $245,000.00 exclusive of school sites, and of the $22,000.00 required annually for additional salaries on account of the increase in the number of teach-

ers that must be employed to teach the larger number of children. Moreover a large amount of money, probably $800,000, would be needed to rebuild the old schoolhouses, which have become antiquated and are no longer in a sanitary condition. In this connection we should not forget the further expense for additional school rooms which may become necessary by the large increase of population, which we have every right to expect, from the 'World's Fair,' thereby making the erection of new school buildings imperative."

NEW BUILDINGS NEEDED.

"New buildings are needed in the districts of the Blow, Garfield, Charless, Jefferson, Grant, Walnut Park, Delany, Washington and Dodier Schools. To supply them in the way in which they should be put up, about five hundred thousand dollars would be needed at once. The Board of Education has done more with its limited income in the way of furnishing new and well built schoolhouses than during any five years of the previous history of the Board. Still the new buildings which are required to supply the educational needs are but a small part of the facilities which should be provided for the children of the city at once."

"From its limited means the Board during the year 1900, for instance, invested 23.9 per cent in new buildings, which compared with the money devoted to buildings in Buffalo 18.9 per cent, Baltimore 1 per cent, Chicago 8.9 per cent, Washington, D. C., 10.7 per cent, San Francisco 1.8 per cent, shows how great a part of the total income of our Board has been put into school buildings, and, though this record is gratifying, yet these additional new buildings bring with them increased expense for maintenance, which limits, in a measure, further new buildings as the increase of income is almost inappreciable."

OLD BUILDINGS THAT SHOULD BE REBUILT.

"The Ashland, Blow, Clay, Cote Brilliante, Elleardville, Franklin, Lafayette, Meramec, Shepard, Shields, Webster, Shaw, Dodier, Oak Hill, Carr Lane Branch, part of the O'Fallon and L'Ouverture schools should be rebuilt. The money required for this purpose would not be less than $1,630,000.00. The Board is absolutely unable to find such amount, either now or in the future, at the present rate of income." It has reconstructed old school buildings at the rate of about one per year (more than any other board has been able to do in the past) but does not have the means for the speedy and complete renewal of these buildings.

LIMITED RESOURCES OF THE BOARD OF EDUCATION.

"The amount of money which St. Louis devotes to the education of her children is insufficient to provide the best facilities. At any rate, it is less in proportion than many other cities appropriate. Chicago, for instance, devotes about one-third of the total cost of maintenance of all the city departments taken together to the maintenance of her public schools; Cleveland one-fourth, Baltimore one-sixth, Buffalo one-fifth, St. Louis one-seventh."

The following statistics, taken from the Bulletin of the United States Department of Labor, are instructive for purposes of comparison.

COMPARATIVE STATEMENT OF SCHOOL FINANCES IN THE LARGEST CITIES.

Taken from Bulletin No. 36, published by the U. S. Department of Labor, Sept., 1901. Many of the school statistics contained in the report are those of 1900.

	1	2	3	4	5	6	7	8	9	10	11	
	Population According to U. S. Census.	Total Attendance in Public Schools.	Percentage of Public School Attendance, compared with Population.	Total Expenditures for Maintenance in all the Departments of the City Inclusive of Schools.	Total Expenditure for all Departments per capita of Population.	Total Expenditure for the Maintenance of Public Schools Exclusive of Cost of New Buildings.	Total Maintenance of Schools per capita of population.	Total Expenditure for School Buildings.	Per Cent of Expenditure for School Buildings Compared with Total Expenditure for Schools.	Percentage of the Total Cost of Maintenance of all City Departments which is devoted to the Maintenance of Schools.	Cost of Maintenance of Schools per Pupil Attending.	
Baltimore	508,957	55,442	10.8	$7,831,830	$15 39	$1,206,770	$2 37	$12,582	1.	15.4	$21 76	Baltimore.
Boston	560,892	75,532	13.4	19,290,468	34 39	2,977,282	5 31	977,363	24.7	15.4	39 42	Boston.
Buffalo	352,387	42,685	12.1	5,976,177	16 96	1,140,312	3 24	267,172	18.9	19.	26 71	Buffalo.
Chicago	1,698,575	218,054	12.8	19,518,076	11 49	6,200,433	3 65	608,109	8.9	31.7	28 48	Chicago.
Cincinnati	325,902	36,817	11 2	6,059,595	18 62	1,050,512	3 22	.....	.....	17.3	28 53	Cincinnati.
Cleveland	381,768	47,077	12.3	4,635,112	12 14	1,096,912	2 87	337,131	23.5	21.5	23 30	Cleveland.
New York	3,437,202	400,505	11.6	108,673,277	31 62	16,293,656	4 74	5,132,668	23.	14.9	40 18	New York.
Philadelphia	1,293,697	137,640	10.6	20,227,392	15 64	3,452,811	2 67	1,225,050	26.1	17	25 08	Philadelphia.
Pittsburg	321,616	35,412	11.	6,385,775	19 86	858,615	2 67	411,051	32.3	13.4	24 24	Pittsburg.
St. Louis	575,238	65,593	11.4	8,989,107	15 63	1,507,108	2 62	448,407	22.9	16.7	22 97	St. Louis.
San Francisco	342,782	36,663	10 7	5,988,624	17 47	1,254,620	3 66	25,215	1.8	20.9	34 22	San Francisco.
Washington, D. C.	278,718	36,767	13.1	5,018,211	18 00	1,088,812	3 91	131,551	10.7	21.6	29 07	Washington, D.C.

"St. Louis is limited altogether in her school expenditures by the amount derived from the four-mill tax. In many other cities there is no such close limit. Either the city council is authorized to appropriate all the money that is needed for school buildings without any limitations, or school buildings are provided for whenever needed by a special election, or the amount is raised by loans. In the city of New York when it became evident some years ago that the schools were inadequate to furnish room for all the children, bonds to the amount of $15,000,000.00 were issued in the course of two years. In Kansas City the new Manual Training School was built by the issuance of bonds for the purpose. St. Louis is compelled under the law to pay all of its school expenses from the current funds, and it should be understood that this financial condition differs from that of many other cities where school buildings are never paid for from the regular income for maintenance. The maximum tax rate of four mills is the same for the whole State. Yet the practice prevails in almost every school district in Missouri of devoting the four mills to the expenditure for maintenance, such as, wages, books, furniture and incidentals. When the need of new buildings arises elsewhere in the State, a special levy in addition to the four-mill tax is made by a vote of the people. St. Louis, however, has been trying for the last twenty-five years to make the four-mill tax meet both expenditures for maintenance and expenditures for the erection of new buildings. Experience has shown that this tax is not sufficient for both purposes. In the year 1899 out of 216 cities, towns, or villages in Missouri, only eight levied the forty cent rate, while all the others increased the school tax by vote of the taxpayers.

"The Board of Education has fully realized ever since it has taken charge of public education in this city that its revenue might be materially increased by a more just and

stringent execution of the revenue laws of the State and by subjecting to taxation that vast amount of property which now either wholly escapes taxation or else is assessed not only far below its real value, but also far below the value at which some other property is assessed. It has instructed its attorney from time to time, to take all needed steps for the purpose of securing a more just equalization of the assessment, and that officer did, before both the local and State boards of equalization, endeavor to secure and has measurably secured substantial results in that direction, and it is expected will secure better results continually. The increase in the revenue due to these efforts is, however, not only very uncertain, but necessarily slow, since the Board of Education has no fiscal officers and assessors of its own, and must rely on the work of the fiscal officers and assessors of the city and of the State over whom it has no control.

"The charter of the Board of President and Directors of St. Louis Public Schools, the predecessor of the present corporation, provided for a levy of fifty cents on the one hundred dollar valuation, and that Board exercised this taxing power to its full extent up to the date when the constitution of 1875 went into effect. The constitution limited the ordinary taxing power of school districts to forty cents on the one hundred dollar valuation, but at the same time, provided that such tax might be increased to an amount not exceeding one dollar on the one hundred dollar valuation when a majority of the tax-paying voters, voting either at a general or special election, vote for such increase. Provision is also made for a like increase in the tax for the purpose of erecting a schoolhouse when two-thirds of the qualified voters of the city, at such election, vote for it.

The Constitution authorizes the Board of Education to levy a tax of one dollar on the one hundred dollars for school purposes. The tax as it now stands is forty cents."

COST OF MAINTENANCE.

"The St. Louis Public School system is conducted in the most economic way, as will appear from a comparison of the cost of maintenance per capita of population. Boston spends $5.31 on her schools per capita of population; Chicago, $3.65; Washington, $3.91; New York, $4.74; Buffalo, $3.24; San Francisco, $3.66; while St. Louis spends only $2.62 per capita. As far as the cost of maintenance of public schools per capita of children attending is concerned, St. Louis ranks last in the list of the four great cities, and below others of smaller size: —

Boston,	Cost of maintenance per child in attendance.....	$39 42
Chicago,	" " " " " " "	28 43
New York,	" " " " " " "	40 18
St. Louis,	" " " " " " "	22 97
San Francisco,	" " " " " " "	34 22
Washington,	" " " " " " "	29 07

HIGHER EDUCATION.

St. Louis has been compelled on account of lack of funds to limit unduly the facilities for High School education. There is no city of her size and not many other large cities in the United States that have but one High School. New York in 1900 had 19; Chicago, 15; Boston, 11; Baltimore, Philadelphia and Cleveland, 5 each; Cincinnati and New Orleans, 3 each; Buffalo, 2. Of these cities the only ones larger than St. Louis are New York, Chicago and Philadelphia. All the others are smaller. Boston, with almost the same population as St. Louis, has 11 high schools.

TEACHERS SALARIES.

"St. Louis pays lower salaries to her teachers than any other of the larger cities of the United States. The minimum salary paid to teachers in Chicago is $500.00; in

Boston, $552.00; in Washington, D. C., $700.00; in Buffalo, $600.00; in St. Louis it is $420.00. The maximum salary for longest service which St. Louis pays to her teachers of lowest rank, is $630.00; while in Boston, $1,200.00; in Chicago, $1,000.00, and in New York $1,296 is paid for the same service."

IMPROVEMENTS NEEDED.

"A small additional amount of taxation would make it possible to improve the schools in many important directions, of which a few may be recited.

1st. More teachers could be employed so that a smaller number of children may be assigned to each. The classes at present are, in many cases, too large. Forty to forty-eight children to a teacher would secure better educational results than is possible with crowded classes.

2nd. It would be possible to build within two years the additional schoolhouses which are needed for our increase in population.

3rd. It would be possible, within five years, to rebuild, remodel and make sanitary the old schoolhouses which are in need of reconstruction.

4th. A new High School in the southern, a new High School in the northern, and one, perhaps, in the western part of the city could be built.

5th. It would soon be possible to furnish all grades with free books, the result of which would be a largely increased attendance of children in the public schools, especially in the higher grades, where more expensive books are needed. Not a few children leave school early because their parents do not believe they can afford to spend the money for books, and, on the other hand, do not wish to ask for free books under the provisions for indigent people.

6th. It would make it possible for the Board of Education to adopt more fully special and advanced methods of education; it could enlarge and develop the manual training and domestic science features, in which we are far behind the other cities of the Union. There is hardly any large city in the country which is without a public manual training high school. St. Louis has been financially unable to supply this educational facility to her people. The Board of Education feels convinced that the sentiment in the City of St. Louis is that her children should get as good an education as can be given anywhere in the land, and that she will not let the schools suffer on account of insufficient pecuniary support.

ENROLLMENT OF PUPILS.

The list of all the pupils who entered public day or evening schools in the city of St. Louis during the year 1900–1901 shows 82,712 names, compared with 80,673 during the preceding year. This includes all the day schools, white and colored, as well as the evening schools.

The total number of children belonging during the year was 62,797; the number belonging for the preceding year was 61,514. By the term "belonging" is meant the average number of children actually attending school, and, in addition, the number of children absent not more than three days, and for whom a seat in the class is reserved. On the morning of the fourth day, the name of the absentee is stricken from the list.

The number of children in daily attendance in the day schools was 58,128, while during the preceding year the average daily attendance was 57,108.

The increase in the number belonging for the year was 1,283, while the gain in attendance was 1,020. In the colored schools there was a decrease of 228 children.

TABLE 2.—COMPARATIVE STATEMENT OF ENROLLMENT AND AVERAGE NUMBER BELONGING.

The number "belonging" includes all the children remaining on the list after the names of all those having been absent for more than three days have been stricken off.

YEAR.	No. Enrolled Exclusive of Double Registration. (See Table E.)	Increase in Enrollment.	Per cent of Increase compared with preceding Year.	Average Number Belonging.	Increase in Number Belonging.	Per cent of Increase compared with preceding Year.	Number of School Rooms Needed for Increase.
	24347			17670			
1870-71	27587	3240	13.3	19844	2174	12.3	43
1871-72	30294	2707	9.7	22010	2166	10.9	43
1872-73	33928	3634	12.	23002	992	4.5	20
1873-74	34273	345	10.2	24731	1729	7.5	35
1874-75	35941	1668	4.8	26183	1452	5.9	29
1875-76	38390	2449	6.9	27501	1318	5.	26
1876-77	42436	4046	10.5	29774	2273	8.3	45
1877-78†	49578	7142	16.8	35710	5936	19.9	119
1878-79	48836	*742	*1.5	35860	150	.4	3
1879-80	51241	2405	4.9	37150	1290	3.3	26
1880-81	51581	340	.7	37887	737	2.	15
1881-82	53050	1469	2.8	38956	1069	2.8	21
1882-83	54960	1910	3 6	39469	513	1.3	10
1883-84	53127	*1833	*3.3	39170	*299	*.7	.....
1884-85	53991	864	1.6	40186	1016	2.6	20
1885-86	54453	462	.8	41826	1640	4.	33
1886-87	55314	861	1.6	41816	*10	.....	.....
1887-88	57074	1760	3.2	43001	1185	2.8	24
1888-89	57147	73	.1	44000	999	2.7	20
1889-90	58316	1169	2.	44983	983	2.2	20
1890-91	59693	1377	2.4	45770	787	1.8	16
1891-92	62435	2742	4.6	48143	2373	5 2	47
1892-93	65169	2734	4.4	49451	1308	2.7	26
1893-94	68839	3670	5.6	53618	4167	8.5	83
1894-95	70428	1589	2.3	55272	1654	3.	33
1895-96	73529	3101	4.4	57462	2190	3.9	44
1896-97	74923	1393	1.9	59435	1973	3.4	39
1897-98	75922	999	1.3	59718	283	.5	6
1898-99	76244	322	.4	59962	244	.4	5
1899-1900	78263	2019	2.6	61514	1552	2.6	31
1900-01	79274	1011	1.3	62797	1283	2.1	26

† Extension of city limits through the adoption of a new charter.

* Decrease.

TABLE 3. — ENROLLMENT OF PUPILS IN VARIOUS CLASSES OF SCHOOLS.

	Boys.	Girls.	Total 1900-1.	Total 1899-00.	Increase.
Normal and High School	719	1,354	2,073	1,993	80
Normal and High School (col.)	63	213	276	250	26
District Schools (white)	35,370	36,231	71,601	70,468	1,133
District Schools (colored)	2,610	2,714	5,324	5,552	*—228
Total in Day Schools	38,762	40,512	79,274	78,263	1,011
Evening Schools	2,840	598	3,438	2,410	1,028
Total Day and Eve. Schools.	41,602	41,110	82,712	80,673	2,039

TABLE 4. — ATTENDANCE IN THE KINDERGARTENS.

	Boys.	Girls.	Total. 1900-1.	Total. 1899-00.
Number of pupils enrolled	4,797	5,128	9,925	10,099
Average number of pupils belonging			6,178	6,283
Average daily attendance			5,597	5,504
Number of pupils remaining at close of year			5,996	5,964

TABLE 5. — REGULARITY OF ATTENDANCE.

	1900-1.	1899-00.
Number of pupils not absent during their enrollment	3,933	4,296
Number of pupils not tardy during their enrollment	66,538	62,323
Number of cases of tardiness	33,459	31,408
Number of cases readmittance (after absence of three days or more)	27,480	35,647
The decrease in tardiness in the white school was		769
Increase in the colored schools		2,820

NUMBER OF CASES OF TARDINESS.

	1900-1.	1899-00.
Normal and High School	2,054	1,444
Normal and High School (colored)	804	956
District Schools (white)	16,799	18,178
District Schools (colored)	13,802	10,830
Total in all the Day Schools	33,459	31,408

* Decrease.

IMPROVEMENT IN ATTENDANCE.

In the High School attendance the rule of the past years has been that a large number of pupils entered the school and remained during the first year of the course, but withdrew before the beginning of the second. The number of pupils enrolled during the first year was always very much higher than the enrollment of the second year and the loss by withdrawals at that period amounted, at times, to eighty per cent. An effort was made two years ago to remedy this condition. The course of study was changed so as to make the first year's work of the High School somewhat easier. A better plan in the grading of the studies was introduced, and the distribution of the work over the four years of the course was equalized.

Enough time has passed to show the salutary effect of these changes. A distinct gain in the desired direction is visible from the table given below. A comparison with the preceding years shows a decided gain in the enrollment of the second year. At the end of the fourth quarter, 1899–1900, there were 344 pupils in the second year of the High School, whereas, in the year 1900–1901, there were 405 pupils of this grade.

In the District Schools, the principals and teachers have taken pains to encourage continued attendance and have done everything in their power to influence pupils against withdrawal from school before the end of the eighth year of the District School course. I attribute to these untiring efforts the great increase in the number of children in the higher grades in the District Schools for white children which is apparent from the table given below. In 1899–1900 there were 1,365 pupils belonging to the eighth grade at the end of the school year, while the eighth grade at the close of the year just passed, contained 1,792 pupils, a gain of over four hundred in the number of children in

the highest grade, or almost thirty-three per cent. The same increase is noticeable in the grades below the eighth. In the sixth grade, there are 750 children more belonging at the end of this school year than there were a year ago; in the fifth grade, 600 pupils more than last year. While the lower grades show hardly any increase, the higher grades have grown in numbers.

There can be but one explanation of these facts: The efforts of the teachers and principals to prevent the early withdrawal of children from school by constantly calling the attention of parents and teachers to the advantages of a relatively finished education and the flexible system of promotion on which more stress has been laid in the last few years, have been attended by a fair measure of success. It is evident that the increase in the enrollment of the Public Schools, which the records of the past year show, is owing not so much to the fact that a larger number of younger children have entered into the schools, but that the parents allow the older children to continue in school for a longer period and that, in consequence, a larger ratio of children finish the whole District School course. The evident improvement in this respect should encourage principals and teachers to renewed and persistent efforts.

The wholesome movement in the direction of an increase in the higher grades seems a fairly steady one, as appears from a comparison of the following statement:—

NOVEMBER ATTENDANCE OF THREE CONSECUTIVE YEARS.

	1899–1900.	1900–1901.		1901–1002.	
			Increase over 1899–1900.		Increase over 1899–1900.
Kindergarten ...	6,940	6,987	47	7,208	268
1st Grade.....	14,219	13,245	.....	13,359	.....
2d "	11,344	11,338	.....	10,899	.....
3d "	10,235	10,238	3	10,421	186
4th "	9,612	9,479	.....	9,600	.....
5th "	5,570	6,657	1,087	6,680	1,110
6th "	3,251	3,374	123	3,625	374
7th "	2,376	2,466	90	2,592	216
8th "	1,494	1,760	266	1,665	171
			1,616		2,325
High.	1,708	1,781	72	2,003	295
Total.....	66,749	67,325	1,688	68,052	2,620

TABLE 6. - CLASSIFICATION OF PUPILS BY ADVANCEMENT IN STUDIES.

NUMBER BELONGING AT THE CLOSE OF EACH QUARTER.

SCHOOLS.	1900-1.				1899-1900.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Normal School	.....	.....	.....	.....	.....	.....	.....	.....
High School.								
Senior Class	214	212	215	214	215	211	200	200
Third Class	255	243	244	240	260	252	294	288
Second Class	353	331	417	405	366	341	355	344
Junior Class	733	670	799	747	668	605	745	693
Total	1555	1456	1675	1606	1509	1409	1594	1525
District Schools.								
No. Pupils 8th year or grade	1452	1598	1558	1792	1214	1286	1214	1365
" 7th " "	2128	2177	2296	2421	1988	2141	2164	2169
" 6th " "	2875	3299	3617	3743	2738	2937	3018	2995
" 5th " "	5652	6108	5871	6048	4690	5054	5672	5484
" 4th " "	8800	9014	9346	8622	9047	8955	9142	8456
" 3d " "	9578	9366	8986	8754	9421	9600	9745	9267
" 2d " "	10749	10492	9853	8497	10625	10390	10095	10083
" 1st " "	12208	10394	10008	7312	13137	11790	10275	7459
" Kindergarten	6523	6310	5489	5511	6483	6554	5741	5697
Total	59965	58758	57024	53700	59343	58707	57066	52975
Colored Schools.								
No. Pupils High School Dept	226	221	225	215	199	189	188	185
" 8th year or grade	94	107	97	132	65	74	98	117
" 7th " "	83	90	110	107	128	111	95	99
" 6th " "	146	194	198	206	147	157	138	136
" 5th " "	272	283	242	275	212	222	235	286
" 4th " "	679	576	651	537	565	567	630	517
" 3d " "	660	643	537	553	814	803	735	647
" 2d " "	589	652	554	556	719	645	614	549
" 1st " "	1037	787	644	446	1082	945	729	482
" Kindergarten	464	403	311	346	457	443	382	363
Total	4250	3956	3569	3393	4388	4156	3839	3381
Grand Total	65770	64170	62268	58699	65240	64272	62499	57881

TABLE 7. — AGES OF PUPILS.

[See Second Part, Table C.]

	1900-01.	1899-00.
Number of pupils 6 years old	8,756	9,154
" " 7 " "	11,162	11,208
" " 8 " "	9,842	9,778
" " 9 " "	9,382	9,431
" " 10 " "	9,076	8,712
" " 11 " "	8,044	7,769
" " 12 " "	7,497	7,243
" " 13 " "	6,062	5,950
" " 14 " "	4,381	4,080
" " 15 " "	2,569	2,504
" " 16 " " and over	2,503	2,434

Average age, 9 years and 11 months.

TABLE 8. — COMPARATIVE TABLE OF AGES OF PUPILS.

(Showing what percentage of the total enrollment belongs to the various ages.)

PER CENT OF ENTIRE NUMBER ENROLLED.

YEARS.	AGES OF PUPILS.													
	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen yrs. and over.	Total.	Under ten years.	Ten years and over.
1870-71	7	16	13	12	12	11	9	8	5	3	4	100	48	52
1871-72	8	17	12	12	12	10	9	7	6	3	4	100	48	52
1872-73	9	19	12	11	11	10	9	7	5	3	4	100	51	49
1873-74	9	20	12	11	10	9	9	8	5	3	4	100	52	48
1874-75	9	20	13	11	10	9	8	7	5	4	4	100	53	47
1875-76	10	19	13	11	10	9	8	7	5	4	4	100	54	46
1876-77	22	13	12	11	10	8	8	6	4	3	3	100	58	42
1877-78	23	13	11	12	12	8	6	6	4	2	3	100	58	42
1878-79	19	13	12	11	11	10	8	7	4	2	3	100	55	45
1879-80	20	13	12	11	11	10	9	6	4	2	2	100	56	44
1880-81	21	13	12	11	11	10	8	6	4	2	2	100	57	43
1881-82	20	14	12	11	11	10	8	6	4	2	2	100	57	43
1882-83	19	14	13	12	10	9	9	6	4	2	2	100	58	42
1883-84	13	16	14	12	12	10	9	6	4	2	2	100	55	45
1884-85	13	15	13	12	12	10	9	6	5	3	2	100	53	47
1885-86	13	14	13	12	12	10	9	7	4	3	3	100	53	47
1886-87	12	14	12	12	12	10	10	7	5	3	3	100	51	49
1887-88	14	14	12	12	11	10	10	7	5	2	3	100	52	48
1888-89	14	14	12	11	11	10	10	7	5	3	3	100	51	49
1889-90	14	14	13	12	10	10	9	7	5	3	3	100	53	47
1890-91	13	15	13	11	11	10	9	7	5	3	3	100	52	48
1891-92	14	15	13	11	11	10	9	7	4	3	3	100	53	47
1892-93	13	15	13	12	11	10	8	7	5	3	3	100	53	47
1893-94	13	15	13	12	11	9	9	7	5	3	3	100	52	48
1894-95	11	14	13	12	11	10	9	8	5	3	4	100	52	48
1895-96	13	14	13	12	11	10	9	7	5	3	3	100	52	48
1896-97	13	14	13	11	11	10	9	8	5	3	3	100	51	49
1897-98	12	15	13	11	11	10	9	8	5	3	3	100	51	49
1898-99	12	14	13	12	11	10	9	8	5	3	3	100	51	49
1899-00	12	14	13	12	11	10	9	8	5	3	3	100	51	49
1900-01	11	14	12	12	12	10	9	8	6	3	3	100	49	51

AGES IN THE VARIOUS GRADES.

The following table shows the ages of the children in each grade. The data were derived from the answers of the children. The way in which the statistics were taken is as follows: In every room in the city the teacher asked the children of a certain age to stand, recorded the number, and then asked for the children of the next age to stand. The recorded age is that which the child had attained at its last birthday. The plan was the same as that employed in the year 1898–99 (see p. 93 of the report of that year), and the results of the former inquiry are printed for comparison opposite the present record.

NUMBER OF CHILDREN OF EACH GRADE BY AGE.

AGES.	Kinder-garten.	GRADES. I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total Pupils of Each Age.	Corresponding Statistics of yr. 98-99.
6 years	4905	437	4							5352 of 6 years.	7294 of 6 years.
7 "	139	**6993**	1043	61	4					8240 of 7 "	8984 of 7 "
8 "	3	2525	**4229**	1156	88	2				7998 of 8 "	7906 of 8 "
9 "		593	2866	**3301**	977	92				7829 of 9 "	7841 of 9 "
10 "		238	1181	2791	**2670**	655	60	8		7598 of 10 "	7404 of 10 "
11 "		60	460	1409	2789	**1803**	531	66	13	7131 of 11 "	6544 of 11 "
12 "		39	177	568	1829	2122	**1132**	453	70	6390 of 12 "	5905 of 12 "
13 "		15	49	181	832	1435	1369	**885**	366	5132 of 13 "	4565 of 13 "
14 "		3	22	67	236	528	729	891	**611**	3090 of 14 "	2904 of 14 "
15 "		6	7	11	58	128	248	432	494	1379 of 15 "	1539 of 15 "
16 "				2	9	28	59	126	176	400 of 16 "	469 of 16 "
17 "			1		1	7	3	25	33	70 of 17 "	88 of 17 "
18 "					1	1	1	2	13	18 of 18 "	18 of 18 "
19 "						1		1	3	5 of 19 "	2 of 19 "
20 "		1	1							2 of 20 "	6 of 20 "
Total	5047	10909	10040	9547	9489	6802	4127	2884	1779	60624	61559
Reported Average Age in years	**6:**	**7:4**	**8:7**	**9:8**	**11:**	**12:**	**12:5**	**13:5**	**14:2**	**9:8**	
Corresponding Figures for 1898-99	6:1	7:6	8:7	10:1	11:4	12:4	13:2	13:10	14:6	9:7	
True Average Age (found by adding 6 months to reported Average Age)	**6:6**	**8:**	**9:3**	**10:4**	**11:6**	**12:6**	**13:1**	**14:1**	**14:8**	**10:4**	
Corresponding Figures for 1898-99	6:7	8:	9:1	10:7	11:10	12:10	13:8	14:4	14:10	10:1	

. The above table shows several interesting facts. Taking the figures for the ages from six to fifteen years, it indicates a somewhat more equal distribution of pupils over the eight grades and a less congested condition in the lower grades than is exhibited by the statistics of 1898–99.

More important, however, is the inference which the figures of the tables would seem to warrant, that among the pupils of ages from ten to fourteen inclusive, there has been a more regular and steady advancement in the work of the school. This is especially gratifying in view of the fact that in the grades represented by these ages the retardation complained of in the former report was most noticeable. It would appear that the conscientious efforts of teachers and principals to steadily promote their capable pupils after a fair degree of proficiency in their studies, without waiting for absolute mechanical perfection of every detail or for the children of slower progress to reach the same level of advancement, have been attended with a good measure of success.

The proper grading of pupils is of paramount importance in the modern public school. While it is recognized that promotion must be based upon the accomplishment of results and the development of power in the child, and cannot be made a mere matter of time, yet it has been a question of anxious and conscientious care to the teachers to prevent stagnation and irreparable loss of time to their more capable children by encouraging a constant stream of promotions based upon their pupils' merit. While the general influence of this system must be gradual, the noticeable variation in the statistics of the ages which represent approximately from the second to the eighth grades, from those of two years ago, demonstrate that the results of this method of work are already perceptible in the schools.

COST OF TUITION.

The cost of tuition in all the day schools, including Kindergarten and High Schools, is $17.82 for each child in daily attendance. The cost of tuition and incidentals, such as fuel, light, janitor service, supplies, free text-books, is $20.98. The cost of incidentals alone is $3.16 per child. The slight increase in the cost of tuition of 31 cents per child is due to the fact that the tendency throughout the city has been to avoid the crowding of school rooms and to assign a smaller number of children to each teacher. The small increase in the cost of tuition means largely improved educational facilities for each child, for there is no condition which interferes more seriously with good educational results than the overcrowding of children in school rooms.

In the cost of Kindergarten instruction, there is a reduction of 75 cents per child as compared with last year. The saving has been brought about by keeping the number of teachers appointed within the limits determined by the number of children in attendance. While in the grades of the district schools the number of children to each teacher was too large, it was in the Kindergarten, at times too small.

TABLE 9. — COST OF TUITION IN DAY SCHOOLS, INCLUDING KINDERGARTENS.

	1900-01.	1899-00.
Based on average number attending	$17.82	$17.51
Based on average number belonging	16.49	16.26
Based on total number enrolled	13.07	12.78

COST OF INCIDENTALS.

(Including Fuel and Light, Janitor Hire, Supplies and Free Text-Books.)

	1900-01.	1899-00.
Based on average number attending	$3.16	$2.87
Based on average number belonging	2.92	2.66
Based on total number enrolled	2.32	2.09

TOTAL COST OF TUITION AND INCIDENTALS.

	1900-01.	1899-00.
Based on average number attending	$20.98	$20.38
Based on average number belonging	19.42	18.92
Based on total number enrolled	15.38	14.87

COMPARATIVE TABLE OF COST OF TUITION FOR TEN YEARS.

Based on average number of children belonging. The incidentals include fuel, light, janitor hire, supplies, and, since 1893–94, free books:

	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-00.	1900-01.
Tuition	$15 22	$15 48	$15 64	$15 34	$15 60	$15 66	$16 34	$15 98	$16 26	$16 26	$16 49
Incidentals	1 87	1 93	1 96	2 22	2 39	2 36	2 57	2 16	3 03	2 66	2 92
Total	$17 09	$17 41	$17 60	$17 56	$17 99	$18 02	$18 91	$18 14	$19 29	$18 92	$19 42

COST OF TUITION IN KINDERGARTENS.

	1900-1.	1899-00.
Cost per child, based on average number attending	15.71	16.46
Cost per child, based on average number belonging	14.23	14.41
Cost per child, based on total number enrolled	8.86	8.97

TEACHERS.

There are at present 1,774 teachers employed in the public schools of St. Louis. They are distributed over the various branches of the service as follows: —

Teachers in the (white) day schools	1256	
" " (colored) "	105	
		1361
" " Kindergartens		298
" " Evening Schools		75
Special teachers of Music, Physical Culture, Drawing and Manual Training		40
		1774

The number of principals in the day schools is 84; of assistant teachers, 1,575.

CLASSIFICATION OF TEACHERS.

Showing the number of teachers in the employ of the Board of Education during 1900-01.

NUMBER OF PRINCIPALS.

	Male.	Female.	Total 1900-01.	Total 1899-1900.	Inc.
High School	1	...	1	1	...
Normal and High School (col.)	1	...	1	1	...
District Schools (white)	39	34	73	73	...
District Schools (colored)	9	...	9	10	—1
Evening Schools	11	...	11	8	3
Total number of Principals..	61	34	95	93	2

NUMBER OF ASSISTANTS.

	Male.	Female.	Total 1900-01.	Total 1899-1900.	Inc.
High School	26	41	67	68	—1
Normal and High School (col.)	6	3	9	9	...
District Schools (white)	1	1114	1115	1086	29
District Schools (colored)	...	86	86	84	2
Kindergartens	...	298	298	301	—3
Evening Schools	19	45	64	51	13
Total number of Assistants...	52	1587	1639	1599	40

NUMBER OF SPECIAL TEACHERS.

	Male.	Female.	Total 1900-01.	Total 1899-1900.	Inc.
Music, Drawing and Physical Culture, and Manual Training	19	21	40	32	8

RECAPITULATION.

	Male.	Female.	Total 1900-01	Total 1899-1900.	Inc.
Total number of Principals	61	34	95	93	2
Total number of Assistants	52	1587	1639	1599	40
Total number of Special Teachers	19	21	40	32	8
Grand Total	132	1642	1774	1724	50

There are three grades of assistant teachers in the district schools: head assistants, first assistants, and second assistants. Each school of 18 rooms or more has a head assistant, who, besides teaching a room, takes such share in the executive work of the school as the principal may assign to her. First assistants are appointed to each school in the ratio of one first assistant to each six assistants. If the school is large enough to have more than one first assistant, one teacher of this rank is assigned to the higher grades and one to the primary grade. Vacancies in ranking positions are filled in the February meeting of the Board of Education, strictly on the basis of merit and efficiency. If there is a teacher of superior standing in the school in which the vacancy occurs, she will have the preference as long as there is no teacher of decidedly superior merit in another school.

NUMBER OF ASSISTANTS IN THE DISTRICT SCHOOLS BY RANK, 1900–01.

	Total 1900–01.	Total 1899–1900.	Min. & Max. Salary of Each Position.	
Head Assistant	48	45	$650 00	$850 00
First Assistants (Grammar)	76	83	500 00	700 00
First Assistants (Primary)	109	97		
Second Assistants	968	945	400 00	600 00
Kindergarten Directors	123	125	500 00	*650 00
K. G. Paid Assistants	175	176	375 00	400 00
Total Assistants	1,499	1,471	.....	.....

TEACHERS' SALARIES.

The salaries paid to the teachers of the city range from $400 paid to beginners in the position of assistant teacher, to $850 paid to an experienced head assistant, and from $600 paid to a principal of a two-room school to $2,000 paid to the experienced principal of an eighteen-room building. The average salary paid to a teacher is $625.47.

* Salaries for half-day positions: Directors, $300–$400; Assistants, $250–$300.

AVERAGE SALARIES.

	Average Salary per Teacher.	Cost of Tuition per Pupil.	Cost of Incidentals.	Cost of Tuition and Incidentals per Pupil.
1875–76	$786 84	$19 10	$2 16	$21 26
1880–81	616 93	15 28	1 99	17 27
1885–86	632 64	16 17	1 76	17 93
1890–91	611 01	15 22	1 87	17 09
1895–96	609 85	15 66	2 36	18 02
1896–97	600 99	15 85	2 57	18 42
1897–98	607 59	15 98	2 16	18 14
1898–99	608 65	16 26	3 03	19 29
1899–00	614 59	16 26	2 66	18 92
1900–01	625 47	16 49	2 92	19 42

INCREASE IN SALARIES.

The salaries paid to the teachers of the city of St. Louis are low compared with those of other large cities. Comparative statistics showing this fact have been published in several of the annual reports. It has been the desire of the Board of Education for years to increase the salaries, but the limited income from taxation and the constant need of new buildings, made it impossible to find the means.

The economic management of its finances has made it possible for the Board of Education, at the end of this scholastic year, to effect a material increase in the salaries of the teachers, to take effect in September, 1901. The principle underlying the increase is, that it should affect all the salaries, from the lowest to the highest, but that it should at the same time improve more decidedly the salaries of those teachers who received the smallest pay.

The following report was adopted by the Board of Education at its meeting of June 11th, 1901: —

REPORT OF THE COMMITTEE ON FINANCE ON INCREASE OF TEACHERS' SALARIES.

The Committee on Finance, to whom the resolution of Mr. Schroers, providing for a system of increase in the salaries of teachers, has been referred, have carefully considered the same, together with various other plans of a similar character suggested to us by other members of the Board.

Your committee are aware that all the members of the Board are in full accord as to the desirability of adopting some measure for the increase of teachers' salaries, and will take it therefore for granted that this is the wish of the Board.

The question before the Committee is, therefore, as to the best and most equitable method to be adopted and as to the present and prospective means to carry it out.

Your committee believe that the finances of the Board, as existing at present, do not, as yet, permit the adoption of any permanent schedule of salaries which will commit the Board to an expenditure increasing from year to year, to meet which, there are, at this period, no sufficient revenues in sight. Your Committee are of the opinion that so long as our sources of revenue remain as at present, we cannot provide for large future increases of a permanent character without neglecting the claims of the children in favor of those of the teachers.

Relying on the above reasoning, your Committee recommend that, in place of the new schedule proposed, the present schedule of salaries be continued, with an increase in all day school salaries to take effect next scholastic year on the following basis: —

Five per cent to be added to all salaries below $1,000.00 per annum.

Four per cent on all salaries of $1,000.00 and more, and below $1,500.00 per annum.

Three per cent on all salaries of $1,500.00 per annum and over.

The aggregate increase herewith proposed is $51,948.00 irrespective of the natural increase which will accrue to teachers under our regular system prevailing at present, as shown in the following schedule: —

Five per cent increase for teachers whose salaries are less than $1,000.00 per annum: —

CLASSES OF TEACHERS.	No. of Teachers.	Natural Salary. 1901-1902.	Increased Salary.	Amount of Increase.
(a) Kindergarten Teachers	218	$ 87,525 00	$ 91,901 25	$ 4,376 25
(b) Dist. School Assistants	1,293	755,580 00	793,359 00	37,779 00
(c) Principals, District Schools ...	10	8,250 00	8,662 50	412 50
(d) High School Teachers.....	16	14,750 00	15,487 50	737 50
(e) Special Teachers.....	25	17,950 00	18,847 50	897 50
Total.....	1,562	$ 884,055 00	$ 928,257 75	$44,202 75

Four per cent increase for teachers whose salaries are $1,000.00 per annum or over, but below $1,500.00: —

(c) Principals, District Schools....	13	$ 14,350 00	$ 15,182 00	$ 582 00
(d) High School Teachers.....	37	45,550 00	47,372 00	1,822 00
(e) Special Teachers.....	8	8,900 00	9,256 00	356 00
Total.....	58	$ 69,000 00	$ 71,760 00	$ 2,760 00

Three per cent increase for teachers whose salaries are $1,500.00 per annum and over: —

(c) Principals, District Schools....	59	$ 110,600 00	$ 113,918 00	$ 3,318 00
(d) High School Teachers.....	25	45,000 00	46,350 00	1,350 00
(e) Special Teachers	6	10,575 00	10,892 25	317 25
Total.....	90	$ 166,175 00	$ 171,160 25	$ 4,985 25
Grand Total.....	1,710	$1,119,230 00	$1,171,178 00	$51,948 00

Your Committee are aware of the severe drain this will be on our scant resources, but we are clear in our conviction that, if any increase is to be made, it should be made on a fair, and not on a parsimonious, basis. Your Committee are further aware that, in order to accomplish this result, reductions will have to be made in other appropriations of the most needful character. It will be the study of your Committee, when preparing the report on appropriations to your Board for the next July meeting, to equalize these reductions in such a manner as to least affect the most necessary items in our annual budget.

Respectfully submitted,

JAMES L. FORD,
WM. TAUSSIG,
R. B. DULA.

With the changes in salaries as provided for by the action of the Board in accordance with the preceding resolution, the salaries for each grade of principals and teachers, and special teachers, will be as follows: —

SCHEDULE OF SALARIES, BY RANK FOR 1901-1902.

PRINCIPALS.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Sixth Year.	Sev'nth Year.
Principal High School	$2,472 00	$2,575 00	$2,678 00	$3,090 00	$3,605 00	.....	.....
Principal Class A Schools (18 or more Assts.)	1,751 00	1,854 00	1,957 00	2,060 00	.....	.....	.....
Principal Class B Schools (14 to 17 Assts.)	1,545 00	1,648 00	1,751 00	1,854 00	.....	.....	.....
Principal Class C Schools (10 to 13 Assts.)	1,248 00	1,352 00	1,456 00	1,545 00	.....	.....	.....
Principal Class D Schools (8 or 9 Assts.)	945 00	997 50	1,040 00	1,092 00	1,144 00	.....	.....
Principal Class E Schools (5, 6 or 7 Assts.)	840 00	892 50	945 00	.....	.....	.....	.....
Principal Class F Schools (3 or 4 Assts.)	735 00	787 50	840 00	.....	.....	.....	.....
Principal Class G Schools (1 or 2 Assts.)	630 00	682 50	.....	.....	.....	.....	.....
ASSISTANTS—HIGH SCHOOL.							
Assistant Principal	2,163 00	2,266 00	2,369 00	2,472 00	.....	.....	.....
Head Assistant	1,648 00	1,751 00	1,854 00	1,957 00	2,060 00	.....	.....
First Assistant	1,456 00	1,545 00	1,648 00	1,751 00	1,854 00	.....	.....
Second Assistant	1,352 00	1,404 00	1,456 00	1,508 00	1,545 00	.....	.....
Third Assistant	1,040 00	1,092 00	1,144 00	1,196 00	1,248 00	.....	.....
Fourth Assistant	787 50	840 00	892 50	945 00	997 50	.....	.....
Fifth Assistant	682 50	735 00	787 50	840 00	.....	.....	.....
ASSISTANTS—DISTRICT SCHOOLS.							
Head Assistant	682 50	735 00	787 50	840 00	892 50	.....	.....
First Assistant	525 00	577 50	630 00	682 50	735 00	.....	.....
Second Assistant	420 00	462 00	504 00	546 00	588 00	$609 00	$630 00
KINDERGARTENS.							
Supervisor and Normal Instructor	1,931 25	.....	.....	.....	.....	.....	.....
First Normal Instructor	735 00	787 50	840 00	.....	.....	.....	.....
Second Normal Instructor	367 50	420 00	472 50	.....	.....	.....	.....
Office Assistant	.....	.....	.....	.....	735 00	.....	.....
Director, whole day	525 00	577 50	630 00	682 50	735 00	.....	.....
Director, half day	315 00	367 50	420 00	.....	.....	.....	.....
Paid Assistant, whole day	393 75	420 00	.....	.....	.....	.....	.....
Paid Assistant, half day	262 50	288 75	315 00	.....	.....	.....	.....
MUSIC.							
Music Supervisor, Male	1,545 00	1,648 00	1,751 00	1,854 00	.....	.....	.....
Assistant Music Supervisor, Female	945 00	1,040 00	1,144 00	1,248 00	.....	.....	.....
Music Instructor, Normal School (half day)	472 50	525 00	577 50	630 00	.....	.....	.....
DRAWING.							
Drawing Supervisor	1,854 00	.....	.....	.....	.....	.....	.....
Assistant Drawing Supervisor	840 00	945 00	1,040 00	1,144 00	1,248 00	.....	.....
Second Assistant Drawing Supervisor	630 00	735 00	840 00	945 00	1,040 00	.....	.....
PRIMARY SUPERVISION.							
Primary Supervisor	1,854 00	.....	.....	.....	.....	.....	.....
Assistant Primary Supervisors	1,248 00	.....	.....	.....	.....	.....	.....
PHYSICAL CULTURE.							
Supervisor of Physical Culture	735 00	787 50	840 00	.....	.....	.....	.....
Instructor of Physical Culture	603 75	630 00	682 50	.....	.....	.....	.....
Instructor of Phys. Culture—High, all day	1,040 00	.....	.....	.....	.....	.....	.....
Instructor of Phys. Culture—High, half day	787 50	.....	.....	.....	.....	.....	.....
DEAF MUTE SCHOOL.							
Principal	1,040 00	1,144 00	1,248 00	.....	.....	.....	.....
Assistant	420 00	462 00	504 00	546 00	588 00	609 00	630 00
MANUAL TRAINING.							
Instructor, Manual Training	840 00	.....	.....	.....	.....	.....	.....
Instructor, Domestic Science	840 00	.....	.....	.....	.....	.....	.....
EVENING SCHOOLS.							
Principal, White Schools	210 00	Term consists of 60 evenings at $3.50 per night.					
Assistant, White Schools	135 00	Term consists of 60 evenings at 2.25 per night.					
Principal, Colored Schools	135 00	Term consists of 60 evenings at 2.25 per night.					
Assistant, Colored Schools	90 00	Term consists of 60 evenings at 1.50 per night.					

Teachers upon promotion shall receive the grade of salary next higher than that to which they were entitled before promotion. (Resolution of the Board, Off. Proc., Vol. VIII, p. 40.)

ANNUITIES FOR TEACHERS.

The Teachers' Annuity plan, designed to relieve aged and distressed teachers, which was enacted by the General Assembly of Missouri in 1895, and subsequently amended and re-enacted, has in the end failed to become a law. An amended act, embodying safeguards against financial failure and authorizing the Board of Education to appropriate out of its own treasury as an interest fund, for annuity purposes, an annual amount equal to that contributed by the teachers themselves, was submitted at the last session of the General Assembly of the State of Missouri. While it passed in both Houses, it did not receive the approval of the Governor of the State for constitutional reasons, the substance of which is here given: —

"The bill provides an annuity for retired and disabled teachers. The fund from which the payment is to be made is supplied in part from the public school moneys. It is not intended as compensation for services rendered at the time, but to aid those who have retired from active service.

"The amount to be paid from the public treasury is a mere gratuity. It is in fact a pension. I am opposed to the principle underlying the proposed legislation. It is the first step in the creation of a civil pension list in this State. If public school teachers in their old age or when disabled are justly entitled to receive contributions from the public treasury for their relief, the same principle calls for like provisions for other public servants. The people of this State have commanded in the plain and emphatic language of the constitution that no public money shall be used by the State or by any of its municipalities as a gift or gratuity to any individual, association of individuals or corporation. The constitution has thus erected impassable barriers against gifts, pensions or gratuities of any kind from the people's money."

When the Annuity Bill thus failed to become a law the Board of Education had already set aside $10,367.95 as the first contribution to the permanent annuity fund to

be appropriated as soon as the bill before the Legislature was passed and approved. While the failure of the proposed act rendered it impossible for the Board of Education to carry out its generous intention of aiding in the creation of a permanent annuity fund, it did not present any obstacle to the establishment of a voluntary annuity association independent of the Board of Education, and depending solely on the contributions of the teachers and benevolent persons interested therein. Such an organization was founded in the fall of 1901 under a constitution and by-laws which, together with the articles of incorporation, are reprinted in the last part of this report. The principal features of this organization as described in its constitution, are as follows: —

1. It is formed by teachers of the Public Schools of the city of St. Louis.

2. Its purposes are (a) to provide annuities for superannuated teachers;

(b) To relieve members temporarily destitute.

3. It is managed by a *Board of Trustees*, composed of six members of the Association and four members of the Board of Education. There is also an *Executive Committee* of nine active members of the Association.

4. There is a general and a permanent fund, of which the former only is used for the payment of annuities. The Executive Committee determines annually the amount that goes into the permanent fund from the regular yearly contributions of members, and from other contributions.

5. Annual contribution of active members: one per cent of yearly salary.

6. Members, voluntarily withdrawn from the service in the Public Schools, cease to be members of the Association, and their rights are considered ended.

7. The total amount to be spent in annuities is determined and appropriated annually by the Executive Committee. The Board of Trustees designates annually those persons that are to receive annuity for that year, and the total appropriation for the year is then divided equally among such annuitants.

8. The following conditions establish a person's right to become an annuitant: —

(a) Men must have taught 30 years, women 25 years; and

(b) Must have paid contributions of one per cent of their total salaries during that time.

(c) The last fifteen years of such service must have been in connection with the public schools of St. Louis.

(d) They must have retired from active service.

(e) Members of the Association may become annuitants without having taught the full length of time mentioned above, if in the judgment of a majority of the Board of Trustees they have become physically or mentally incapacitated for self-support.

9. Until April, 1902, teachers retired before the adoption of the constitution, and now incapacitated, may become annuitants by a unanimous vote of the Board of Trustees.

The Teachers' Annuity Association is now an entirely voluntary organization, maintained by the contributions of 1,030 teachers. The constitution which the reorganized Association has framed, differs from the preceding plans in a few respects; it provides for relief of teachers, temporarily disabled, and also for the aged and permanently disabled teachers. It extends the possibility of an annuity to those who retired before the adoption of this constitution.

The members of the Annuity Association have so far paid two installments of one per cent of their salaries. The teachers of the city have recently held, for the benefit of the Association, two spring festivals, of which the proceeds were $8,000 and $6,730, respectively. Recently a number of citizens have obligated themselves to pay a yearly contribution of $5.00 into the treasury. The Association has at present nearly $30,000 invested, and intends to begin with the payment of annuities very soon.

SOURCES FROM WHICH THE TEACHERS' ANNUITY FUND WAS DERIVED.

(From Report of the Treasurer, Nov. 23, 1901.)

From one per cent assessment on salaries, 1900	$7,218 52
From same, 1901	6,740 60
From festival, 1900	8,000 00
From festival, 1901	6,730 37
From interest	619 08
From donations	400 00
	$ 29,708.57

PROFESSIONAL PROGRESS OF THE CORPS OF TEACHERS.

To maintain a large system of schools in a progressive condition, and to keep them from settling into the rut of mechanical routine work, requires persistent professional study on the part of the teachers and the sentiment that self-improvement is a constant necessity should be kept awake. The teachers should keep themselves mentally fresh and remain interested in matters of culture and refinement. They should maintain living touch with educational thought and progress.

For the purpose of keeping alive a spirit of professional progress, teachers' meetings of various kinds are held frequently. There are, in the first place, principals' meetings, in which the Superintendent gives instruction as to the conduct of the schools, or in which good educational literature is read and discussed. There are also meetings of teachers by grades and districts which are called frequently by the Superintendent and the Supervisory staff for the discussion of methods of instruction and of the daily work of the grades. While the presence at these meetings is voluntary, the attendance is always very satisfactory. Moreover, each school has its regular teachers' meeting at which the principal presides, and which has for its purpose the reading of educational literature, and the discussion of the questions that are likely to arise in the conduct of each school. Such meetings tend to unify and strengthen the educational work of a corps of teachers.

In connection with the subject of teachers' meetings, the sessions of the Pedagogical Society deserve an important place. No better evidence of the fact that the teachers of St. Louis are loyal to the great responsibility which their position as educators of the growing generation imposes upon

them can be found than the existence and the work of the Pedagogical Society which they founded thirty years ago, and have maintained ever since. As an agency for self-culture, for the discussion of pedagogy and general knowledge, for the cultivation of educational and professional interest, its influence cannot be overestimated. The meetings of the Society have quickened educational life and thought.

The Pedagogical Society is a voluntary organization consisting of over 1,200 teachers, who pay a nominal contribution ($1.00 per year) to defray the incidental expenses, such as printing the regular programs of the meetings, and also the expense incurred in inviting, from time to time, speakers from other cities, for evening lectures. On the payment of this small fee the members are entitled to the instruction given in any of the sections of the Society.

The Society meets on the first and third Saturdays of each month in the High School building from 9:30 to 10:30, and 10:45 to 11:45. During this time class-instruction of teachers is carried on in ten to fifteen rooms. There is also provision made for lectures and discussions. The interest in these meetings on the part of our teachers has been steady and unflagging for years. One of the presidents of the Society describes its work as follows: —

"The St. Louis Society of Pedagogy is a voluntary association having for its end the discussion of the subjects belonging to the Science of Pedagogy, and the collection of information in regard to the same. While in its nature the organization is not in any sense under the control of the Board of Education, nevertheless, the membership is so largely composed of persons under its employment, the work of the Society is so closely related to that of the schools, that some report of the work done very properly finds a place here.

"The Society endeavors to fulfill its purpose by maintaining: —

1st. A group of sections, each presided over by a competent leader, and devoted to some of the problems of theoretical or practical pedagogy, such as Pedagogy, Educational Psychology, Art, Botany, Chemistry, Biology, History, Ethics, Modern Languages.

2d. A series of public lectures open to the general public and dealing with questions of general culture.

"The method of conducting each section depends on the subject and the views of the leader. Dr. Wm. M. Bryant delivered a series of lectures on 'Personality in Human History.' The Pedagogy section discussed a series of Monographs on the Creeds of the Great Educators, prepared and read by members of the Society. The Herbart Club devoted its sessions to a study of the Method of the Recitation. Mr. G. P. Knox delivered a series of lectures on the chemistry of common things. Miss A. Isabel Mulford conducted a class through a series of lessons in Botany, adapted to the seasons, and to reproduction in the Nature Study of the school room. Mr. Carl F. Baker made similar excursions into the field of Biology, dealing with the so-called lower forms of life. In the Art section a series of richly illustrated lectures were delivered by the leaders of local thought on the history, criticism and interpretation of works of art. Mr. F. O. Sylvester conducted two classes in Drawing and Painting.

"A series of free lectures, open to the public, was sustained through the season and attended by large and enthusiastic audiences. The meetings of the Society were held in the High School building on the mornings of the

first and third Saturdays in each month from October to May. The public lectures were held in the High School Auditorium."

A good idea of the comprehensive character of the work of the Pedagogical Society may be obtained from the following program, selected at random from the announcements of this winter: —

PROGRAM OF THE SOCIETY

FOR THE MEETING ON SATURDAY, APRIL 20, 1901,

NOTE II. (Chemistry Section.) The general topic, "The Contribution of tion of special phases of chemical development in the industrial arts. The second silicides, including calcium carbide and its use in the generation of acetylene gas.

9:30 to 10:30	COURSE IN ENGLISH PHILOSOPHY, "Philosophy as a Phase of Life," Dr. Wm. M. Bryant.	PHILOSOPHY OF HISTORY, "The Crusades and the Modern State." Mr. Francis E. Cook.	NATURE STUDY, "Circulation of the Earth's Crust." Mrs. Fannie L. Lachmund.
10:45 to 12:00	PEDAGOGY, "Concentration in the Grades below the High School," Mr. W. H. Prentis.		HERBART SECTION, Mr. C. L. Howard.
9:30 to 10:30	SPANISH, Mr. Colman D. Frank.	GERMAN, Advanced Class, Mr. Charles Sommer.	PHYSICS. "Experimental Demonstrations:—Simple Principles of Physics," Mr. Stephen A. Douglass.
10:45 to 12:00	FRENCH, Mr. A F. Parrott.	GERMAN, Class for Beginners, Mr. Charles Sommer.	CHEMISTRY, See Note II. Mr. Geo. Platt Knox.

NOTE III. Auditorium — Beginning at 10:45. The sections of Miss Fruchte

1. Overture, "Midsummer Night's Dream," - - - Mendelssohn
   Mr. W. H. Pommer.
2. Chorus, "Ye Spotted Snakes," - - - - - Mac Farren
   Carol Club (50 Voices).
3. Solo, "Blow, blow, thou winter wind," - - - Beethoven
   Mr. W. M. Porteous.

   Solo, "Good friends, for Jesus' sake forbear," - - - Beethoven
   (Shakespeare's Epitaph.)

OF PEDAGOGY.

IN THE HIGH SCHOOL BUILDING.

Chemistry to the Progress of the 19th Century," will be continued in a considera- of the series will be a description of the manufacture of the new carbides and

"The Scope of Domestic Science and its Place in the Public School Curriculum." Miss Lisbeth M. Gladfelter.	THE DRAMA IN EDUCATION. Auditorium (beginning at 10:45). Miss Amelia C. Fruchte. (See Note III.)	STUDY OF TENNYSON, Miss Jennie M. A. Jones.
LANGUAGE, Grammar: — III. Grade. Class from Penrose School. Discussion: Grammar vs. Language. Mr. Edwin D. Luckey.	METHODS OF TEACHING SINGING IN PRIMARY DEPARTMENT, IV. Grade Work, illustrated with a class. Miss Eugenie Dussuchal.	
CLASS IN PRACTICAL WORK. Black and White, Miss A. Vandalaine Henkel.	CLASS IN PRACTICAL WORK. Water Color. Miss Stella Trueblood.	CLASS IN PRACTICAL WORK. Oil Painting, Mr. F. O. Sylvester.
An illustrated Talk on "Recent American Mural Painting." The Congressional Library and the Public Library at Boston, Mass. Mr. Charles Ward Rhodes, Curator of Paintings, St. Louis Museum of Fine Arts.	ETHICS, Dr. J. H. Foy.	Auditorium. Mr. W. H. Pommer. (See Note III.)

and Mr. Pommer have combined. The programme for this meeting is as follows:

4. Lecture, "Midsummer Night's Dream." Miss Amelia C. Fruchte.
5. Readings, Mrs. Mary H. Ludlum.
6. Chorus, "Sigh no more, ladies," - - - - - Pommer Carol Club.
7. Wedding Music, "Midsummer Night's Dream," - - Mendelssohn Mr. W. H. POMMER.

Most of the sections of the Pedagogical Society which appear in the general program, given above, have their special curriculum and detailed plan of lessons, the scope of which may be illustrated by giving one of the outlines for the year.

ETHICS.

The aim of the work in this section during the year will be to give a working knowledge of the subject-matter of the Science of Ethics, and of the terminology requisite for any progress in the study.

SUBJECTS.

1. Teaching of Morality in the Public Schools.
2. Duties under Self-Culture.
3. Veracity in Teaching.
4. Ego and Others.
5. Good Faith.
6. Duty in Respect of Reputation.
7. Myself and the World.
8. Myself and the Truth.

LECTURERS.

Some of the above topics will be discussed by the leader, Mr. Chas. E. Witter. At other meetings the following speakers may be expected: —

Prof. A. O. Lovejoy, of the Washington University, November 16. — Dr. W. L. Sheldon, of the Ethical Culture Society. — Dr. William Bryant, of the St. Louis High School. — Prof. William Schuyler of the St. Louis High School. Subject: "The Sanctity of the Child Soul." — Mr. Chas. E. Witter, Principal Carondelet School, Debember 7. Subject: "Is the end Pleasure or Perfection." — Dr. W. C. Bagley, Principal Mount Pleasant School, December 21. Subject: "Teaching of Morality as influenced by Evolution." — Miss Amelia C. Fruchte, of the St. Louis High School. Subject: "Myself and the World." — At the first meeting after the Xmas holidays the subject will be: "The Hierarchy of the Sciences and the place of Ethics therein."

THE NORMAL SCHOOL.

A few years ago the Board of Education closed the Normal School for all newcomers, because the number of teachers that had graduated from it, and who were eligi-

ble for positions, was much larger than the number of vacancies that were to be filled. The eligible list containing the names of Normal School graduates, numbered at one time from five to six hundred, whereas the number of positions becoming vacant on an average per year, was only about eighty. Since the close of the Normal School the number of teachers on the eligible list has decreased materially, and the supply of teachers available for the filling of positions in the St. Louis public schools will be exhausted within a few years. The matter was fully discussed in the report of 1899–1900, and suggestions were made for the re-opening of the Normal School.

It is necessary that the Board of Education should take steps to re-establish a Normal School at the earliest time feasible, because there could be no greater calamity to the public schools than to be dependent on public examination for the large number of teachers who are needed every year.

The experience in the past has shown the superiority of teachers trained for positions in our own schools, and the great difficulty of obtaining an adequate number of competent teachers in any other way. The new Normal School should impart strictly professional instruction, and should receive such students only as have finished the four years of the High School course.

It will be desirable to limit the number of students, so that there may not again be at a future time the large surplus in the number of graduates which was so inconvenient in the past. It should be possible to appoint at times a few teachers other than graduates of our Normal School, who possess special professional excellence and experience.

The following list shows the total number of trained teachers that remain available. It will probably be exhausted within two years:—



NORMAL COURSE GRADUATES ELIGIBLE TO POSITIONS.

Applicants graduated in classes from June, 1894, to January, 1900	61
" " " the class of June, 1900	37
" " " " " " Jan., 1901	38
" " " " " " June, 1901	34
" " " " " " Jan., 1902	27
Applicants who will graduate in June, 1902	25
" " " " " Jan., 1903	35
" " " " " June, 1903	22
" " " " " Jan., 1904	20
	299

THE HIGH SCHOOL.

The High School has steadily increased in numbers in the last few years. The enrollment for the year just past was 2,073. Comparing this with the enrollment of ten years ago, which was 1,521, it is evident that great progress has been made in preventing the early withdrawal of pupils from school, and that a relatively much larger number of the children of the city avail themselves of the advantages of a High School education.

While there has been a gain in number, it is evident that a city the size of St. Louis, should have a much larger High School enrollment. The principal cause for the deficiency is the fact that there is but one High School building for white children in the whole city. Twenty-five years ago this was in a measure remedied by having quite a number of small High School branches scattered over the city; but this system was soon discontinued. With the large territory covered by the city, the establishment of High Schools in the northern as well as in the southern part, is an important demand.

The advantages of a good High School education should be offered not to one section of the city alone, but should be made accessible to every district. As it is at present, the distance of the present High School from the northern and

southern territory of the city is a bar to better attendance. It is a matter of experience in other cities, that when more liberal facilities for higher education are offered, the demand for the same soon equals the supply. The city of Chicago has over fifteen High Schools. Boston establishes a High School in every city district. Four of these buildings have been finished within the last few years at an expense of about three hundred thousand dollars for each. To have but one High School in a city like St. Louis is an intolerable condition whose existence can be explained only by the insufficiency of the means of the Board to provide more liberally.

If, in the near future, new High School buildings could be provided, they should be made Manual Training High Schools in which the student can find not only the education which fits him for college, but also the more recent educational appliances which train the hand and eye.

On the following pages will be found the report of the principal of the High School, Mr. W. J. S. Bryan.

It will be seen from the tables submitted as part of the principal's report that most of the students admitted to the High School are fourteen, fifteen, and sixteen years old. One-third of the total number admitted is fifteen years old; one-fourth, fourteen, and one-fourth, sixteen.

It is gratifying to notice from table "B" in the statistics submitted by the principal, that there is an increase in the number of boys in the High School. There were in the year just passed 719 boys, and 1,354 girls enrolled. While it is still a disproportion, a comparison with preceding years, listed in the same table, will show there has been progress. I refer especially to the years 1880 and 1889 where the most glaring disproportion in sexes occurs. In the former year, there were 98 boys and 338 girls; in the latter, 310 boys and 1,022 girls.

The increase in enrollment may be due, in part, to the fact that the rigid written examinations for admission to the High School, with the nervous strain, and the apprehensions of possible failure in the test which the old system involved, were abandoned.

The system in use at present for admission to the High School is briefly this: Students are admitted on the certificate of the grammar school principal. Those pupils whom the principal does not consider qualified to receive his certificate, may take the examination for admission to the High School if they have gone over the work of the eighth grade.

In order to test whether the recommendations made by the principals for admission to the High School furnish a class of students well qualified for the High School work, a record is kept in which the standing of the pupils in the first year of the High School course is credited to the various schools. The list shows at once that in most cases, the principals have recommended such pupils only as were capable of sustaining themselves creditably in the High School course.

In the administration of the High School some progress may be recorded. The early withdrawal of pupils from the High School had been so much in evidence that a new course of study was adopted which lessened the difficulty of the work during the first year. Experience tended to show that the greatest loss in number which the High School sustained, occurred in the course of the first year. By making the work of the first year somewhat less difficult, it was hoped that the loss from this source would be diminished.

Another common source of early withdrawal was the old regulation that pupils failing in any one study were compelled to review the work of the whole term in all the studies. This provision has been abandoned altogether

and a much better rule substituted, that when a pupil has finished several studies of the year successfully, but has done unsatisfactory work in some other study, he be allowed to go on with the studies finished, and review the work of the studies in which he failed, without losing altogether his place in the class to which he belonged. In former years many of the pupils who left the High School did so on account of the failure which caused them to drop behind the class to which they belonged. They now can remain with their class while they are making up their deficiencies in their other work.

In filling vacancies in the corps of teachers of the High School during the last few years, it has been the tendency to appoint college graduates who have had some experience in teaching, and were well trained in the studies of which they were to take charge. For the same reason that the Board of Education requires the teachers in the grammar schools to have had at least a High School education, by which they are four years in advance in their training of the highest grade of pupils there, the High School teacher ought to be a college graduate who has had four years training in addition to the courses which the highest grade of pupils in the High School received. A further reason for the appointment of college graduates is that it keeps the High School in touch with the colleges in the country, and gives to it the benefit of the vast improvements made in the University and College instruction in the last decade.

In appreciation of the fact that the library is as important a factor in High School education, as the laboratories in Physics, Chemistry, and Biology, the Board of Education has added a large number of books to the High School library. At the end of the school year, nearly five hundred works of reference, and standard works in History, Science, Literature and Art have been added to the collection.

The following report of Mr. W. J. S. Bryan, Principal of the High School, is full of valuable information: —

REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL.

Mr. F. Louis Soldan, Superintendent of Instruction:

SIR: Herewith I have the honor to submit the required report of the High School for the scholastic year 1900–1901.

The number of graduates during the year was 216. Of these 85 completed the course in January; 131, in June. The names of the graduates of the respective classes, arranged according to the courses pursued, were as follows: —

PUPILS OF THE GRADUATING CLASS OF JANUARY, 1901.

CLASSICAL COURSE.

Maud Ethel Braxton,
Edith Marion Hallett,
May Miller,
Emily L. Shields,
Hannah L. Wemhoener,
Stella Wright,
Marie Zanck.

Albert George Gruetzemacher,
Eugene Arther Hecker,
Arno Dominic Krause,
George Matthew Park,
Henning Webb Prentis, Jr.,
Eugene Dorsey Ruth, Jr.,
Richard Morgan Saylor,
James Douglas Skinner,
Alva Cooper Trueblood.

SCIENTIFIC COURSE.

Augusta F. Bauer,
Pauline O. Becker,
Evelyn Bryan,
Hortense Furth,
Charlotte Gerhard,
Dorothy Griffin,
Edna Haas,
Cecile Hellman,
Winifred M. Jones,
Rosa Kurtzeborn,
Edna Agnes Leighton,
Ethel Marcy,
Jessie Courtney Peet,
Mabel Suanna Plochman,
Jessie Pufeles,
Cora Marie Rassieur,
Florence Lucile Russell,
Florence M. Schwartz,
May L. Sharpe,
Gertrude Shyrock,
Essie Leah Smith,
Anna Gertrude Sullivan,
Elsie Lincoln Wallace,
Leona M. Witte.

Eugene John Bribach,
Morris Cable Emanuel,
Samuel Tallon Erskine,
Joseph Wheeler McLellan, Jr.,
Carl Arthur Webster Miller,
North Moore,
Arthur Henry Peters,
John Harold Sears,
Oscar A. Joseph Wintermann,
William Theodore Zeitler.

BUSINESS COURSE.

Miriam E. Horine,
Virginia May Lewis,
Jennie Elwood Tuttle.

Thomas Henry,
Andrew Kuenzel,
Robert Maxwell,
John William Steeg,
Daniel Edward Walsh.

NORMAL COURSE.

Sarah M. Abrahams,
Frances J. Bloch,
Marietta Elizabeth Cahill,
Emma Chapman,
Maud M. Coulter,
Elizabeth Frances Craden,
Musa L. Drake,
Ellen M. Marie Duffy,
Josephine T. Eckert,
Cornelia Addine Forbes,
Jessie May Gleyre,
Alice Ethel Godfrey,
Gertrude Goldschmidt,
Pearl Harbison,
Elizabethe Hinchman,
Ethel A. Lindly,
Adelia M. Mueller,
Bessie Muirhead,
Leonore Paulette,
Ella Agnes Pickles,
Mary Agnes Rahner,
Charlotte Robinson,
Rosalie Bernadette Sweeny,
Katheryne Edna Wait,
Elizabeth Weinerth,
Anabel G. Williams,
Alicia Genevieve Willow.

PUPILS OF THE GRADUATING CLASS OF JUNE, 1901.

CLASSICAL COURSE.

Agnes Catharine Barrett
Lillian May Bohn
Elsa May Butler
Ella Shackelford Cochran
Mary Charity Grace
Daphne Evelyn Greve
Ione Scott Henry
Elizabeth M. Hickok
Hilda E. Hiemenz
Eugenie K. Lowick
Eva Kendall Peck
Rose L. Pfeiffer
Elizabeth Scammel

Herbert Nathaniel Arnstein
Adolf J. Baltzer
George Barnes
Walter L. Bloch
Archibald Reynolds Butler
Craig Ritchie Butler
Victor Horwitz
Clarence Walter Randall
Norman J. Sadler
Hans J. Wulff

SCIENTIFIC COURSE.

Adele Aid
Bessie Baron
Anna Grace Borggraeffe
Ethel Burnham
Viola G. Campbell
Eleanor H. Case
Julia Clayton
Edna Crowder
Edna Marie Delany
Addah M. Dripps
Suzie Winona Feigel
Lylian Furth
Lucile Getz
Ruth Gilliam
Ada Gimbel
Letitia Habel
Mary Houston Harper
Gertrude Ivers
Sybil Eliza Jones
Amie Charlotte Kayser
Emily Lasar
Margaret Dey Marshall
Eulalie McKim
Rosa C. Menard
Cora E. Mueller
Lora Ladd Murray
Elizabeth Pearl
Elsa Pohl
Blanche Schiele
Eleanor W. Scott
Helen D. Stout
Harriet A. Tyler
Emma Ruth Wannall
Margaret Winston
Beulah Willie Yerkes

Otto William Berg
Erle J. Birkner
Leon M. Bodenheimer
Harry C. Chamberlain
Jerome E. Cook
Hamilton Daughaday, Jr.
Albert H. Doellner, Jr.
Edward H. Downing
Charles L. Frank
Trevor Randall Gautier
Maxwell Goldman
George Bayard Jones
Clarence Cameron Kress
Tyrie Wells Lyon
Theodore C. Mann
Herman F. A. Miller
Norman F. Rehm
Gordon L. Reis
Herbert Spencer Schroeder
Herman J. Schutz
Montgomery Schuyler
William Somerville, Jr.
Roderick Dhu Streetor
Robin A. Weber
William Weiss, Jr.
Hiram H. Wilson
Frederick Otto Witte

BUSINESS COURSE.

Carrie Dobriner
Louise M. Galt
Ada W. Hogan
Louise M. Scherpe
Hattie A. Schwartz
Hazel Shuman

Eugene George Conroy
Carl P. Hassendeubel
John A. Kane
Frank M. Lansing
Hupp Trevis, Jr.

NORMAL COURSE.

Laura Alice Bergstrom
Anna Bick
Ada I. Bierman
Marie Aloyse Bruckner
Mary Robertha Helen Carroll
Myrtle Cox
Nora Cunningham
Maud D'Arcy
Sarah Anna de Jong
Stella Magdaline Fox
Berenice Eulalie Furey
Dorothea Marie Galvin
Mamie Elizabeth Galvin
Edna May Gunn
Laura May Hamilton
Sarah Jane Horton
Elizabeth Logan
Nellie Florence McCarthy
Maud E. McDonough
Fannie Hall McLean
Hattie Robinson McQuoid
Edna Gertrude Meiser
Julia L. Menaugh
Lucia Edwina Moon
Margaret E. O'Toole
Ruth Louise Parker
Clementine C. Ruge
Gertrude L. Ruhe
Marguerite Tom Shriner
Helen Dorothea Steinhoff
Bessie Stewart
Vesta Stockton
Jeannette I. Stoltze
Cornelia Rebecca Van Dyke
Louise Dorothy Walz

The scholarships in Washington University for the year 1901 were awarded to Emily L. Shields of the January Class, and to Hamilton Daughaday, Jr., of the June Class.

EXAMINATIONS FOR COLLEGE.

In the examinations for entrance to college, the record of the pupils was highly satisfactory. The choice of colleges was such, that we now have representatives of the past year's classes, in Harvard, Yale, Massachusetts Institute of Technology, Princeton, Wellesley, Vassar, Columbia, the University of Missouri, and Washington University.

Eugene Arthur Hecker of the Class of January, 1901, in his examination for Harvard, passed with special honor in Latin, Greek, German, English, and Algebra. In regard to this record, Mr. Byron Satterlee Hurlbut, Recording

Secretary of Harvard University, writes: "Comment was made of this at the meeting of the committee. To have a boy pass so excellent an examination from a school which does not make a business of fitting boys for the Harvard examinations is, it seems to me, testimony of the most valuable sort in regard to the high quality of the training the school gives."

PRIZES WON BY PUPILS.

In the contest opened by the Colonial Dames to pupils of secondary schools in St. Joseph, Kansas City, and St. Louis, the judges, Prof. Marshall S. Snow and Mr. Frederick M. Crunden, gave the award for the best essay on the subject, "Alfred the Great," to Miss Anna Grace Borggraefe and Miss Ruth Louise Parker of the class of June, 1901, stating in explanation of their judgment, that it was difficult to decide between the essay signed "Elisie" and that signed "Lyda," and so they concluded to recommend the division of the prize between those two. The judges further said: "The essays on the whole were excellent, and it was no easy task to reduce the number to two; but we are agreed as to these two."

In the competition for the prizes offered by the Society of the Sons of the Revolution to the pupils of secondary schools in Missouri, Miss Elsie Lincoln Wallace, of the St. Louis High School, won Honorable Mention for her essay on the subject: "The American Navy in the War of the Revolution."

DEMAND FOR HIGH SCHOOL GRADUATES.

The recognition by the community of the preparation for business secured by those who complete the High School course is shown by the increasingly large demand made by business houses of this city for the young men who grad-

uate from the school. More positions are open to graduates than we are able to fill, and the reports from those who have employed them are conclusive evidence as to their character and readiness for work.

ENGLISH AND LITERATURE.

The new course of study was begun by the pupils of the first year classes. The most notable change was the introduction of library work in English literature in addition to the study of English classics. Heretofore the study of English literature on the side of biography and criticism has been taken up in the fourth year, together with such library work as was possible in the limited time. The great difficulty has been the shortness of the time, which precluded any very large amount of reading, and so prevented much acquaintance at first hand with the actual writings of authors. The best that could be done in the time was to give the pupil a general view of the field of literature and to awaken a desire for a more intimate acquaintance with the actual writings by reading brief selections and by historical and biographical sketches of the great authors who have contributed to the wealth of English literature. Under the new arrangement it is expected that in the course of three years each pupil will read at least one work of as many as forty American and British authors of established position in the world of letters. The plan may be outlined briefly as follows: —

The maturity of the pupil is the determining factor in the assignment of works to be read. The most representative works of each of the several authors selected for the reading of the grade for half a year are assigned to the several classes in turn. The order in which the authors chosen for the grade are read is thus varied, but in the course of the term all the classes of a grade read the works

of the same authors, though individuals of the several classes read different works. By pursuing this plan systematically it is possible to supply a large number of pupils with reading matter of the desired character from a limited number of books. The books to be read by a certain grade of pupils are placed in the study halls of that grade, where they are accessible during the day whenever the pupil has a study period. Just before the close of the last period of the day the books are collected in one room, where they are sorted and arranged, and from which at the close of the school, they are distributed to the pupils desiring to use them over night. The books so issued are to be returned the next morning.

Actual acquaintance with a large number of the best books that have been written in the English langnage is thus secured. One book in three or four weeks, or approximately fifteen or twenty pages a day, is as much as any pupil is expected to read. Some pupils find time for much more; no one is overburdened. In the course of the three or four weeks allotted to one author, time is given in class for a report by the pupils of their individual reading and for an expression of opinion as to the merits noted. These lessons might be called conversations on the author read and upon his work. Another hour is given to a statement by the teacher of the author's merits, and claims to recognition, and to a presentation of his work and of his characteristic qualities. Frequent short themes based upon the books read are required to be written in class. Fifteen-minute sketches, descriptions, and characterizations afford large opportunities for the cultivation of native powers of speech.

The effect of such a course of reading upon the intelligence and character of the pupil is easily discernible. Standards of excellence are discovered and fixed, taste for the best literature is acquired and cultivated, the best thoughts of the best writers adequately and beautifully

expressed become the possession of impressionable minds, to exert upon them a lasting influence. This vision of the world, which it is the work of secondary schools to give, will continue to widen with years; for minds once in touch with the world of letters and thought will never rest content within the circumscribed limits of their own thinking.

The Public Library has been of great assistance to the High School in this work in English literature. In fact the plans explained above would not have been practicable, if the necessary books had not been obtained from this source. Eight hundred volumes have been placed by the Public Library at the service of the High School, and special purchases of books have been made to supply the demands of the students. The Librarian, Mr. F. M. Crunden, recognizing the good use to be made of the books furnished the High School pupils, has been at pains to supply our large demands. The ordinary library use of these books would not be nearly so frequent. The best editions of the books desired have been provided in the most liberal spirit, and our wants for the future have been carefully estimated.

HISTORY.

In the study of history also, there has been some change, and special effort is made to acquaint pupils with supplementary sources of information. They are directed by page and paragraph to books of reference in their investigation of assigned topics, and are expected at certain intervals to report their acquisitions of knowledge during the recitations of their classes, and the pupils of the class are held responsible for the information thus secured and presented. By a proper division of the apportioned time between recitations, reports by pupils, and explanations by teachers, it is expected that the pupils will obtain a com-

prehensive view of the growth and historic advancement of the race. In this work also the Public Library has been of invaluable assistance, enabling us to introduce the pupils to other historic works than their text-books. By teaching the pupils where to search and what to seek, in a word by studying with them, using the light of experience to direct their quest into profitable paths, more actual information and greater intelligence and zest for independent inquiry can be given them than by any other method.

The course of study in History, as now arranged, extends over the last two years. The first year ancient and medieval history will be studied; the second year, modern and institutional history. This will give about thirty-six recitation periods or twelve weeks each to Grecian, Roman and medieval history, and about fifty-four recitation periods or eighteen weeks each to modern and institutional history. Under the term institutional history, the development of the consciousness of freedom through legally established institutions, as exemplified in the history of the Anglo-Saxon race in the British Empire and the United States, will be traced and studied intensively. The term "intensive" study of history is now generally used to designate the scholarly and thorough study of some special period or event as distinguished from the "general" study of history of all the culture nations in a kind of bird's-eye view.

There is at present much discussion as to the most profitable course of study in history, and it is urged that the intensive study of the history of some one period or nation will be more productive of good results than the study of general history. The purpose of secondary education must be grasped tenaciously and consciously kept in view, if the right conclusion is to be reached. It is to give to the pupil a view of the world, as his field of activity. There must be framed within his mind a true, if only an

outline, picture of the growth of civilization and of the origin of the present conditions of worthy living. If he is to understand the present or prepare for the future, he must have a true conception of the past. To the great majority of High School pupils, the only opportunity to secure this comprehensive view of the history of humanity is that presented by the study of history in the High School. If such a view is once sketched in the mind, it will be within the power of the energetic and studious to work in the details and complete the picture, more especially if by intensive study they have elaborated some part of it. Given a knowledge of the field and possession of the implements of industry, each individual may be left to till such part as he desires. By the individual study of assigned topics before described the sources of information and the way to utilize them may be learned.

GYMNASTIC EXERCISES.

The health of pupils of High School age is a matter demanding the careful attention of teachers and school authorities. At no other period of life is there so great a drain upon vitality. The body is rapidly approaching its fullest development. Systematic exercise based upon scientific principles derived from a careful investigation of actual physical condition is productive of lasting effects upon health and vigor. Erect carriage, correct habits of sitting and walking, and regular and varied exercise of the muscles that need strengthening, are requirements upon which every teacher must insist. Stooped shoulders, slouchy habits of sitting and walking, and inadequate breathing are remedied by persistent effort to overcome them. To be most effective, exercise must be pleasurable, not irksome or wearisome, and must be taken in well ventilated apartments that the naturally increased action of the lungs and

heart may furnish increased supplies of purifying, invigorating oxygen and abundance of fresh vitalizing blood.

The need of suitable facilities for healthful exercise under the supervision and direction of competent instructors has long been a recognized need of the High School. The girls of the third and fourth years have for some time enjoyed the privilege of exercise under the instruction of Mrs. M. H. Ludlum, but for the boys no provision had been made up to the beginning of the year 1900–1901. In September, however, a beginning of better things was made by the appointment of Mr. Louis M. Kittlaus as instructor of the boys of the High School in gymnastics. The exercises possible with such apparatus as wands and dumb-bells and Indian clubs were introduced. Marching, running, jumping, and ball games diversify and enliven the program.

A gymnasium with a full equipment of approved apparatus now seems more than ever necessary as a part of the furnishing of the school.

Every pupil of the school, girls as well as boys, ought to have regular periods of exercise under special instructors. The interior court of the High School building is large enough to afford suitable space for all the pupils of the school, if it were covered with a glass and iron roof. Whatever the cost, no wiser expenditure of funds could well be made.

CHANGES IN THE CORPS OF TEACHERS.

After a long and distressing illness, Miss Melinda A. Calvert, who had for many years given her best thought and effort to her work as a teacher, ceased from her labors. To her pupils she gave her life with entire devotion, and there was ever the fullest mutual sympathy. She exerted the beneficent influence of refined and gentle womanhood upon her pupils.

Four new teachers were appointed: One in place of Miss Melinda A. Calvert; one in place of Miss Rosalie Kaufman, who was traveling in Europe on a leave of absence, and two consequent upon the increased number of pupils in attendance.

Mr. P. O. Robinson was born in Plain City, Ohio, and received his early training in the public schools of that place. In 1889 he entered the University of Michigan. While a student in the University, he made History his major study and English and Philosophy his minor studies. His work in college was not continuous, but was broken by a period of five years of teaching.

After graduation, as head of the department of history, he taught in the Mt. Hermon preparatory school, Mt. Hermon, Mass., from which he came to St. Louis. He has been engaged thus far in teaching History and English. His thorough preparation for work in these directions together with his enthusiasm, earnestness of purpose, and quiet persistence in the accomplishment of his carefully elaborated plans has given him excellent success in his work.

Mr. Alfred F. Parrott was born in Worcester, Massachusetts, and was educated in the public schools of that city and at Harvard University. He was graduated from Harvard in June, 1898, with the B. A. degree, and received the M. A. degree in June, 1899, for advanced work in German and French done in the graduate school. In the two years subsequent to his graduation he taught these languages in the University of Cincinnati. His parentage and lifelong training in French give him peculiar fitness for teaching that language.

Mr. John E. Lautner received his early training in the High School of Traverse City, Michigan, graduating in 1890. In 1891 he entered the University of Michigan, from which he received the degree of B. L. in 1895, and of M. L. in 1896. After teaching two years in the High School of Ca-

dillac, Michigan, and one in the University of Michigan, as instructor in German, he spent a year and a half at Leipsig and Göttingen in the study of the German language and literature. When appointed teacher of German in the St. Louis High School, he was still engaged in his studies at Göttingen. He brings to his work the rare qualification of equal fluency of speech in both the German and English languages in addition to an extended knowledge of both literatures and an acquaintance with the pedagogy of modern language teaching.

Mr. Frank Hayden Miller, after graduation at Milton Academy and Milton College, entered the University of Wisconsin in 1889. In 1891 he received the degree of A. B., and in 1894 the degree of A. M. The years of 1891–2 and 1892–3 were spent in teaching, as were the years 1894–5, 1895–7. In 1899, after two years of post-graduate work at Harvard, he received the degree of A. M. from that University. His work in the High School has been in History and English. To his work in History he brought special thoroughness of preparation and ripeness of experience in teaching. At the end of the year he accepted a position in the De Witt Clinton High School of New York.

Three other teachers who rendered excellent service to the school in the two years of their connection with it, have yielded to other attractions, much to our regret. Mr. Colman D. Frank accepted a position as instructor in the University of Michigan, Mr. Harvey W. Thayer was offered a teaching fellowship in the University of Columbia, New York, and Mr. Carl F. Baker resigned at the end of the year, in order to devote himself to the study of Biology in Leland Stanford University and to carry on his scientific investigations, to which he has given the most assiduous attention, resulting in the accomplishment of results so remarkable for one of his years as to promise distinguished achievements in his chosen field of research.

SCHOOL ORGANIZATIONS.

The various organizations of pupils, musical, literary and athletic, have been very active during the year, and have achieved excellent results. A public entertainment was given by them, in which they combined their strength for the purpose of securing funds for the use of the various organizations. It was an unqualified success, both as to the character of the program and the financial results.

INTRODUCTION OF GRAMMAR SCHOOL PUPILS TO THE HIGH SCHOOL AND ITS WORK.

In order to acquaint the pupils of the eighth grade with the work of the High School an invitation to visit the High School was extended through the principals of schools having pupils of that grade. The laboratories of the school and other portions of special interest were shown, and their several uses explained. The interest of the visiting pupils and their evident appreciation of the effort made to acquaint them with the school, which it would be their privilege to attend, afforded great satisfaction to the prinpal of the High School, whose pleasure it was to conduct them through the building. The reports of the results secured, which were received later from the principals, indicated that a considerable number were influenced by their visit to go on with their work and to take advantage of the facilities afforded by the High School.

THE LUNCH ROOM.

At the noon recess warm luncheon is served at very moderate prices to the many High School pupils who desire to avail themselves of this opportunity. In order to relieve the pressure incident to serving so large a number of pupils, new counters were provided, which afford one hundred and eighty linear feet of space. Part of

these counters were placed in the corridors adjacent to the lunch room. The increased comfort and opportunity of securing service thus afforded has been very perceptible. The conditions, however, are not at all perfect, on account of the number of pupils who throng the corridors; but they are as good as can be secured until such time as more suitable apartments for the lunch room can be provided, where it will be possible for the quiet and decorous manners of the cultivated dining-room to take the place of the haste and crowding now unavoidable. By adequate provision of space, the lunch room can be made a means of refinement and of education in the amenities of life.

PUBLIC LECTURES BY HIGH SCHOOL TEACHERS.

As a means of extending the influence and usefulness of the High School, the public lectures by High School teachers were introduced last year. This work has been continued during the past year, and five lectures have been delivered. The size and appreciation of the audiences were evidence that there is a field for such work. It is the intention to provide a more extended course of public evening lectures for the year 1901–1902. The synopsis of the lectures will give a conception of their character.

The first lecture was given by Mr. Wm. M. Bryant, on the subject, "Expansion, Considered from the Historical Point of View." Outline of Lecture: 1. Expansion primarily Individual. 2. Institutions as Media of Personal Development. 3. Types of Political Expansion, Oriental and Western. 4. Expansion of the Church. 5. Commercial and Industrial Expansion. 6. The "Superior Races" and their Task.

The second lecture was given by Mr. Geo. Platt Knox, on the subject, "The Weather." Outline of Lecture: 1. Medieval ideas, modern methods. 2. The Air: Com-

position and amount. 3. Forces at work, conditions resulting. 4. Air movements and currents. 5. Storms — general, local, thunderstorms, tornadoes, hurricanes. 6. Cyclonic and anticyclonic areas. 7. Precipitation: Dew, frost, rain, snow, hail. 8. Methods of observation and prognostics: Instruments, weather-maps, special apparatus, cloud effects. 9. Discussion and explanation of the Galveston storm in the light of geological and meteorological observations.

The lecture was illustrated by charts, diagrams, and views, including maps showing the path of the Galveston hurricane. Standard instruments were loaned by the weather bureau through the courtesy of Dr. Hyatt, with special permission from Washington, D. C.

The third lecture was given by Mr. S. A. Douglass, on the subject, "A Century of Electricity." Outline of Lecture: 1. Early Developments by Volta, Davy, Oersted, Ampere, Sturgeon, Faraday, Daniell, etc. 2. Electrical transmission of intelligence: The Telegraph, the Telephone, Wireless Telegraphy, and Telephony. 3. The development of the Dynamo and Motor and their uses. 4. Electric Lighting. 5. Electric Traction. 6 Electrical Transmission of Power. 7. Electro-Chemical Processes and their brilliant future. 8. Miscellaneous electrical discoveries: Hertz Waves, X-Rays, etc. 9. Effects of electricity on the Body Politic. 10. Possible developments of the New Century.

The lecture was illustrated by charts, diagrams, views, and experiments, special attention being given to the personnel of the science.

The fourth lecture was given by Mr. Chester B. Curtis, on the subject, "Color Photography." Outline of Lecture: 1. Light: Its nature, decomposition into the spectrum colors, recomposition. 2. Color: What it is, its causes. Experiments with colored glasses and colored

solutions. Primary and complementary colors. 3. Theories of color vision. 4. The photographic plate and the eye. 5. Methods of color-photography. (a) Professor Wood's Diffraction process. (b) Prof. Lippmann's Interference process. (c) The McDonald Three-color process. (d) The Ives Kromskop method.

The lecture was experimental in character. The McDonald and Ives methods of color reproduction were illustrated by natural color lantern slides.

The fifth lecture was given by Mr. C. F. Baker, on the subject, "Biological Field Work." Outline of Lecture: 1. Discussion of the economic and scientific value of the field study of plants and animals. 2. A government bureau established for its prosecution. 3. Colleges, universities, and other institutions, the world over, are giving it much attention. 4. Personal experiences during nine seasons of this work in various parts of North and South America.

The lecture was illustrated by stereopticon views.

Respectfully submitted,

W. J. S. BRYAN,

Principal.



BOTANY CLASS — HIGH SCHOOL.

HIGH SCHOOL — TABLE a.

CHARACTER OF ATTENDANCE IN THE HIGH SCHOOL FOR EACH YEAR. (THE ENROLLMENT SINCE 1886 INCLUDES PUPILS OF THE BRANCH HIGH SCHOOL.)

YEAR.	Enrolled.	Belonging.	Per Cent Enrolled Belonging.	Attending.	Per Cent Attendance.	No. Discharged.	Per Cent Discharged.	Per Cent Remaining.	No. not Absent.	No. not Tardy.	Per Cent Tardiness.
1859	249	198	78	191	95	186	35	65	123	96	1.4
1860	290	102	79	97	95	112	29	71	124	127	1.3
1861	316	245	78	235	95	105	33	67	76	137	.95
1862	229	180	74	178	96	110	48	52	76	166	1.5
1863	276	232	87	225	97	72	26	74	35	45	2.9
1864	261	220	83	211	96	91	45	55	39	63	1.3
1865	273	236	86	226	96	69	25	75	39	155	1.
1866	286	231	83	222	96	96	34	66	46	191	.6
1867	281	247	90	238	96	60	21	79	58	160	.92
1868	353	304	86	289	95	80	23	79	50	212	.81
1869	375	324	86	311	96	83	24	76	82	203	.76
1870	391	327	84	314	96	112	28	72	79	237	.5
1871	404	343	85	329	96	114	28	72	96	267	.52
1872	410	338	82	328	97	137	33	67	78	264	.64
1873	355	302	85	293	97	86	24	76	72	194	.64
1874	342	296	85	291	98	51	15	85	109	208	.8
1875	396	344	85	305	97	61	15	85	98	229	.76
1876	441	344	85	336	98	56	15	85	92	318	.38
1877	441	333	79	323	97	95	21	79	86	268	.91
1878	402	323	79	316	98	85	21	79	104	264	.52
1879	422	346	84	337	97	69	16	84	93	247	.64
1880	436	345	72	336	97	121	28	72	116	300	.38
1881	454	349	71	338	97	132	29	71	94	299	.61
1882	478	368	70	357	97	143	30	70	115	304	.63
1883	408	313	75	301	97	104	25	75	70	246	.75
1884	408	324	80	316	97	61	15	85	114	232	.70
1885	442	345	78	336	98	113	26	75	122	285	.55
1886	949	771	81	752	98	232	25	76	237	611	2.5
1887	1108	900	81	872	97	256	23	77	280	726	2.5
1888	1177	956	78	922	96	263	22	78	172	826	2.8
1889	1332	1062	80	1030	97	270	20	80	226	941	2.1
1890	1482	1165	78	1120	96	339	22	78	236	1073	1.3
1891	1521	1173	78	1131	96	346	23	77	277	772	1.5
1892	1533	1273	83	1198	94	532	31	69	224	862	1.5
1893	1645	1323	80	1198	91	425	26	74	286	840	1.6
1894	1856	1537	83	1502	98	322	18	82	672	1456	.52
1895	1967	1597	81	1560	97	412	26	74	594	1524	.54
1896	2049	1654	81	1614	98	441	22	78	598	1386	.58
1897	1958	1564	80	1524	97	468	24	76	597	1286	.75
1898	1983	1589	78	1498	97	491	25	75	535	1371	.67
1899	1855	1455	78	1416	97	439	24	76	451	1205	.85
1900	1993	1551	78	1508	97	468	23	77	504	1325	.72
1901	2073	1619	78	1575	97	467	22	78	599	1317	99

HIGH SCHOOL — TABLE b.

NUMBER ENROLLED IN THE HIGH SCHOOL FOR EACH YEAR (EXCLUDING JUNIOR YEAR FOR THE PERIOD DURING WHICH THE BRANCHES WERE INDEPENDENT SCHOOLS.

YEAR.	Junior Year.			Second Year.			Third Year.			Senior Year.			Course.			Post Graduate Normal Course.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
1853..	47	25	72	....	....	....	....	....	....	....	....	....	47	25	72	....	....	....
1854..	30	25	55	23	14	37	....	....	....	....	....	....	53	39	92	....	....	....
1855..	39	35	74	11	15	26	10	3	13	....	....	....	60	59	119	....	....	....
1856..	52	55	107	10	27	37	8	10	18	....	....	....	70	92	162	....	....	....
1857..	76	61	137	30	35	65	12	16	28	....	....	....	118	112	230	....	....	....
1858..	73	63	136	40	35	75	7	10	17	8	5	13	128	113	241	....	....	....
1859..	73	70	143	40	28	68	19	6	25	7	6	13	139	110	249	....	....	....
1860..	85	80	165	43	31	74	18	11	29	16	6	22	162	128	290	....	....	....
1861..	85	65	150	52	40	92	20	22	42	22	10	32	179	137	316	....	....	....
1862..	81	38	119	31	19	50	21	19	40	12	8	20	145	84	229	....	....	....
1863..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1864..	44	85	129	34	48	82	19	15	34	9	7	16	106	155	261	....	....	....
1865..	56	74	130	26	50	76	17	29	46	10	11	21	109	164	273	....	....	....
1866..	55	74	129	30	40	70	16	33	49	14	24	38	115	171	286	....	....	....
1867..	57	74	131	28	43	71	19	27	46	12	21	33	116	165	281	....	....	....
1868..	80	90	170	45	45	90	31	21	52	16	25	41	172	181	353	....	....	....
1869..	70	103	173	47	51	98	28	33	61	17	26	43	162	213	375	....	....	....
1870..	80	107	187	39	51	90	26	52	78	21	25	46	166	235	401	....	....	....
1871..	76	107	183	59	67	126	23	25	48	17	30	47	175	229	404	....	....	....
1872..	73	68	141	66	89	155	36	45	81	12	21	33	187	223	410	....	....	....
1873..	....	....	....	81	128	209	32	53	85	22	39	61	135	220	355	....	....	....
1874..	....	....	....	91	111	202	28	47	75	20	45	65	139	203	342	....	....	....
1875..	....	....	....	96	135	231	44	74	118	13	34	47	153	243	396	....	....	....
1876..	....	....	....	98	192	290	13	32	45	42	64	106	153	288	441	....	....	....
1877..	....	....	....	83	202	285	27	65	92	20	44	64	130	311	441	....	....	....
1878..	....	....	....	53	136	189	33	108	141	18	54	72	104	298	402	....	....	....
1879..	....	....	....	67	187	254	21	77	98	13	57	70	101	321	422	....	....	....
1880..	....	....	....	59	153	212	24	103	127	15	82	97	98	338	436	....	....	....
1881..	168	377	545	55	155	210	34	109	143	18	83	101	275	724	999	....	....	....
1882..	120	254	374	54	184	238	23	98	121	21	98	119	218	634	852	....	....	....
1883..	114	327	441	42	132	174	34	99	133	22	79	101	212	637	849	....	....	....
1884..	128	315	443	41	156	197	26	86	112	18	81	99	213	638	851	....	....	....
1885..	137	328	465	46	157	203	25	114	139	16	84	100	224	683	907	....	....	....
1886..	147	365	512	37	128	165	32	110	142	20	110	130	236	713	949	....	....	....
1887..	173	426	599	40	163	203	39	133	172	32	102	134	284	824	1108	....	....	....
1888..	170	439	609	40	158	198	33	180	213	35	122	157	278	899	1177	....	....	....
1889..	199	494	693	52	143	195	37	204	241	22	181	203	310	1022	1332	....	....	....
1890..	259	536	795	44	162	206	52	171	223	29	229	258	384	1098	1482	....	....	....
1891..	234	594	828	45	129	174	53	218	271	45	203	248	377	1144	1521	....	....	....
1892..	243	607	850	47	131	178	45	214	259	44	202	246	379	1154	1533	....	....	....
1893..	239	634	873	36	133	169	59	268	327	42	234	276	376	1269	1645	....	....	....
1894..	278	594	872	47	155	202	60	219	279	56	258	314	441	1415	1856	....	189	189
1895..	330	566	896	66	159	225	74	259	331	56	273	329	526	1441	1967	....	166	166
1896..	353	588	941	81	149	230	82	245	327	61	256	317	577	1472	2049	....	234	234
1897..	348	626	974	89	170	259	105	231	336	66	249	315	608	1350	1958	....	74	74
1898..	370	642	1012	79	196	275	120	249	369	92	235	327	661	1322	1983	....	....	....
1899..	326	595	921	97	161	258	97	216	313	112	251	363	632	1223	1855	....	....	....
1900..	437	666	1103	69	165	234	121	207	328	97	231	328	724	1269	1993	....	....	....
1901..	435	773	1208	83	160	243	97	196	293	104	225	329	719	1354	2073	....	....	....

HIGH SCHOOL—TABLE c.

NUMBER OF PUPILS ADMITTED.

	1893	1894	1894	1895	1895	1896	1896	1897	1897	1898	1898	1899	1899	1900	1900	1901
	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.
(a) Number pupils admitted from Grammar Schools.....	316	242	301	272	331	282	363	273	346	334	266	282	397	357	357	393
(b) Number pupils admitted from other than Grammar Schools.....	39	8	35	10	31	10	24	14	40	20	31	23	70	31	65	15
Total.....	355	250	336	282	362	292	387	287	386	354	297	305	467	388	422	408

HIGH SCHOOL — TABLE d.

AGE OF PUPILS IN PER CENT OF TOTAL NUMBER.

1. — AGE OF PUPILS ADMITTED TO THE HIGH SCHOOL.

	School Year	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	Total.
Number of pupils	1893-94	9	38	156	203	153	46	605
Per cent of these numbers to total number admitted	1893-94	1.4	6.1	25.8	33.5	25.7	7.5	100
Number of pupils	1894-95	8	52	128	225	140	65	618
Per cent of these numbers to total number admitted	1894-95	1.3	8.4	21.0	36.0	22.0	10.5	100
Number of pupils	1895-96	6	60	151	230	151	56	654
Per cent of these numbers to total number admitted	1895-96	.8	9.2	23.1	35.2	23.1	8.6	100
Number of pupils	1896-97	10	63	164	232	152	53	674
Per cent of these numbers to total number admitted	1896-97	1.5	9.3	24.3	34.4	22.6	7.8	100
Number of pupils	1897-98	14	52	190	243	173	68	740
Per cent of these numbers to total number admitted	1897-98	1.9	7.0	25.6	32.8	23.4	9.3	100
Number of pupils	1898-99	8	61	163	196	129	45	602
Per cent of these numbers to total number admitted	1898-99	1.5	10.1	27.1	32.6	21.4	7.5	100
Number of pupils	1899-1900	13	63	228	270	201	80	855
Per cent of these numbers to total number admitted	1899-1900	1.5	7.4	26.7	31.6	23.5	9.3	100
Number of pupils	1900-1901	7	62	233	272	192	64	830
Per cent of these numbers to total number admitted	1900-1901	.8	7.5	28.1	32.8	23.1	7.7	100

2. — AGE OF PUPILS IN THE WHOLE SCHOOL INCLUDING THOSE JUST ADMITTED.

	School Year.	11 Years old.	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	18 Years old.	19 Years old.	20 Years old.	Total.
Number of pupils.....	1893-94	...	10	45	216	386	431	424	112	138	94	1856
Per cent of total number...	1893-94	...	.5	3.0	12.0	21.0	23.0	22.5	6.0	7.0	5.0	100
Number of pupils.	1894-95	...	8	65	176	420	461	356	226	157	98	1967
Per cent of total number...	1894-95	...	.4	3.3	9.0	21.0	23.0	18.0	11.0	8.0	5.0	100
Number of pupils.....	1895-96	1	8	75	218	409	447	364	245	142	140	2049
Per cent of total number...	1895-96	.1	.4	3.6	10.6	20.0	21.8	17.7	12.0	7.0	6.8	100
Number of pupils....	1896-97	3	6	80	242	422	468	355	202	99	81	1958
Per cent of total number...	1896-97	.2	.3	4 0	12.3	21.5	23 9	17.1	10.3	5.0	4 1	100
Number of pupils.....	1897-98	...	15	63	273	450	495	352	228	83	24	1983
Per cent of total number...	1897-98	...	.7	3.3	13.8	22.7	24.9	17.8	11.4	4.2	1.2	100
Number of pupils.....	1898-99	1	7	83	243	422	472	326	187	80	34	1855
Per cent of total number...	1898-99	.1	.4	4.5	13.1	22.7	25.4	17.6	10.1	4.3	1.8	100
Number of pupils.	1899-1900	...	14	76	320	457	502	359	177	62	26	1993
Per cent of total number...	1899-1900	...	.7	3.8	16.	22 9	25.2	18.0	8.9	3.1	1.3	100
Number of pupils..... ...	1900-1901	...	6	81	332	516	526	329	194	75	14	2073
Per cent of total number...	1900-1901	...	.3	3.9	16.	24.9	25.4	15.8	9.4	3.6	.7	100

TABLE e.

HIGH SCHOOL — RECORD OF GRADUATING CLASS.

1901.	No. in Class.	Per Cent Scholarship.	Per Cent Department.	Per Cent Attendance.	No. Perfect in Department.	No. Perfect in Attendance.	Average No. Absences.	Average No. Tardiness.	Average Age.
January Class.....	85	84 5	92.2	99	16	51	.9	.8	18.7
June Class.....	131	85.8	98.3	98	71	54	1 5	1.2	18.5

SUMNER HIGH SCHOOL FOR COLORED PUPILS.

The Sumner High School has been very prosperous during the last year, having the largest enrollment in the history of the school, namely, 276 pupils. This increase is all the more gratifying since the general enrollment in the colored schools has not grown, and it indicated, for this reason, an increased interest on part of the colored people of the city in higher education.

The regularity and promptness of attendance in the school compares favorably with the preceding year.

The colored High School has made much progress in the last decade. It is fairly well located in the central part of the city, easily accessible to the colored population from every part of St. Louis, in a building that has been fitted up especially for High School purposes. There are good facilities for science teaching and manual training. The Domestic Science and Manual Training rooms for grammar school students are now located in the Sumner High School building, so that the school is becoming more and more a central point for all the colored schools in the city. In the rooms thus fitted up, lessons are given not only to grammar school pupils, but to the High School students as well.

The Board of Education, in providing for the colored High School, has always been guided by the principle that it must enjoy every facility which the High School for white children possesses.

There has always been some difficulty experienced in obtaining competent teachers that are college graduates; a demand which is made in the employment of teachers at the High School for white children, and which should obtain for the colored school as well.

During the past year the school has been fortunate in regard to this. A period of trial is always demanded, and,

in consequence, new teachers are assigned on probation, receiving their appointment after a year's work.

The Sumner High School has sent its pupils to almost every college which admits colored students.

The school is important to the whole city school system in another respect. It is intended not only to give a good general education, but also to supply teachers which the colored schools in the city constantly need. It is not only a High School, but it is a Normal School as well. After finishing the four years of regular High School work, the students who desire to become teachers, enter the Normal School course, which lasts one and a half years. On the quality of the training which these young teachers receive in the Sumner High School, the condition of the public schools, in which they will be sent as teachers after they have finished their Normal course, will depend.

One of the defects of the Normal School training of colored pupils lies in the fact that there is no immediate connection with the grammar school work. Whereas the white pupils, after finishing their scholastic education, are sent for a year as volunteer teachers to some district school in which they learn the practical part of their profession, and where their efficiency is tested before a diploma is given them, the colored Normal School graduate, is sent out to substitute immediately after leaving the Normal School.

It is suggested that in the near future the Normal classes in the Sumner High School shall be required to visit some good district school regularly, perhaps once a week, for the purpose of observing methods of instruction and school management, and thus becoming fairly well acquainted with the work in the district schools before they receive their diploma.

The following report of Mr. O. M. Waring, Principal of the Sumner High School, is interesting and instructive: —

Mr. F. Louis Soldan, Superintendent of Instruction:

DEAR SIR: The Annual Report of Sumner High School for the scholastic year of 1900–1901, which is herewith submitted, embodies the usual tables embracing figures which show the enrollment, attendance, and other important facts relating to the progress and condition of the school during the past year. It is a matter of much gratification to be able to report a considerable increase in numbers, the enrollment having reached 276 pupils for the year just closed, which is the highest enrollment in the history of the school. It is also a pleasing fact that this increase in numbers has been attended by greater regularity and punctuality than existed in former years. Generally speaking the morale of the school is excellent, and student-like habits of work and deportment everywhere prevail among the pupils.

The graduating class of Sumner High School in June last numbered 26, while that of the Normal Department contained 16 members. Their names will be found elsewhere in this report. An immense audience, numbering not less than four thousand people, witnessed the graduating exercises which were held in Exposition Music Hall, on the night of Monday, June the 17th.

The success which has attended the introduction of Manual Training and Domestic Science, has undoubtedly given these branches a permanent place in our school. The position of Manual Training, as a special branch of instruction, is no longer tentative and the results already accomplished amply vindicate the wisdom of its introduction. At the beginning of the year just closed, the Board of Education erected on our school lot a one-room building for the especial use of Manual Training and provided it with benches, tools, and other necessary appliances. In addition to the ordinary wood-work, as taught the Seventh and Eighth Grade District School classes, wood-carving was

introduced, and much of the boys' work in that line was very creditable indeed. An appropriation has already been made by the Board for the purchase of ten lathes, and at the opening of next year the boys of Sumner High School will begin the work of wood-turning. This small building with its humble environment, we believe, marks the beginning of a Manual Training High School Department with a thoroughly equipped plant, and a well-rounded course of instruction.

Through the liberal appropriations of the Board for the extension of our department of science, and for the purchase of scientific apparatus, we have to-day probably as well appointed a chemical laboratory as any High School in the State. I may add, that the classes in this branch of study pursue their work with zeal and energy and that the instruction given is fully up-to-date.

The teachers and pupils of Sumner High School review the work of the past year with pride and pleasure, and they take a correspondingly hopeful view of the year which is to follow. I am,

Yours very respectfully,

OSCAR M. WARING,

Principal.

GRADUATES OF SUMNER HIGH SCHOOL.

CLASS OF JANUARY, 1901.

Blanche E. Clamorgan,
Ophelia O. Garrett,
Beatrice M. Hudlin,
Mattie B. Jenkins,
Frankie G. Reid,
Eva V. Williams,
Thomas A. Jefferson,
William R. Ming.

CLASS OF JUNE, 1901.

Pearl M. Adams,
Maude B. Alexander,
Mary C. Beasley,
Callie B. Brown,
Lulu C. Douglas,
Estelle B. Hamilton,
Katherine B. Harris,
Eva M. Jackson,
M. Alice McKelley,
Elve B. Miller,
Dorothea Nesbit,
Melissa M. Parram,
Lottie D. Reid,
May A. Walker,
Leona C. Walton,
Nancy M. Walton,
Clora G. Watts,
Wm. Walter Johnson.

GRADUATES OF NORMAL DEPARTMENT.

CLASS OF JANUARY, 1901.

Harriet E. Gregg,
Mary M. Hutt,
Rosa A. Kruse,
Leonie L. Moman,
Mamie M. Morrell,
Laura E. Peters,
Nannie L. Turpin.

CLASS OF JUNE, 1901.

Clarissa B. Brown,
Anna E. Brockway,
Minnie H. Crawford,
Nannie E. Dickson,
Ollie L. Dowell,
Ira M. Haskell,
Brancie G. Hutt,
Annie M. Taylor,
Estelle C. Tyler.

SUMNER HIGH SCHOOL.

RECORD OF HIGH SCHOOL GRADUATING CLASS.

1901.	No. in Class.	Per Cent Scholarship.	Per Cent Deportment.	Per Cent Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Average No. Absences.	Average No. Tardiness.	Average Age.
January Class	8	78	95	91	3	2	4.5	4.8	18.7
June Class	18	77	96	90	2	8	12.3	9.5	18.9

SUMNER HIGH SCHOOL.

RECORD OF NORMAL GRADUATING CLASS.

1901.	No. in Class.	Per Cent Scholarship.	Per Cent Deportment.	Per Cent Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Average No. Absences.	Average No. Tardiness.	Average Age.
January Class	7	76	98	95	2	3	4.5	3.1	19.4
June Class	9	71	95	90	3	4	10.9	2.6	20.3

SUMNER HIGH SCHOOL—TABLE I.

SHOWING CHARACTER OF ATTENDANCE SINCE 1885.

	Enrolled.	Belonging.	Per Cent of Enrollment Belonging.	Attendance.	Per Cent of Attendance	No. Discharged.	Per Cent Discharged.	Per Cent Remaining.	No. not Absent.	No. not Tardy.	Per Cent of Tardiness.
1885	20	19	75	18	94	12	60	40	11	15	.5
1886	43	37	86	33	90	15	34	66	20	30	1.2
1887	74	62	83	56	90	16	21	79	41	60	1.3
1888	82	68	83	63	93	25	30	70	46	70	2.1
1889	98	73	74	68	93	30	30	70	56	76	2.2
1890	101	81	80	74	91	25	25	75	79	82	1.6
1891	146	126	86	118	94	26	17	83	112	112	2.7
1892	196	171	87	160	94	39	19	81	140	140	2.3
1893	210	185	88	170	92	40	33	67	151	142	2.2
1894	212	195	92	175	90	41	20	80	20	90	2.5
1895	210	195	93	186	95	48	23	77	26	92	2.6
1896	247	213	86	205	92	23	9	91	20	31	2.9
1897	268	232	86	218	95	36	13	87	112	89	2.2
1898	261	209	80	194	92	54	20	80	50	98	2.1
1899	252	207	82	185	90	42	16	84	85	98	1.3
1900	250	194	78	185	95	42	17	83	27	67	1.8
1901	276	229	83	218	95	42	15	85	35	63	1.4

	1895. Sept.	1896. Sept.	1897. Jan.	1897. Sept.	1898. Jan.	1898. Sept.	1899. Jan.	1899. Sept.	1900. Jan.	1900. Sept.	1901. Jan.
Number of pupils admitted from Grammar Schools by examination	56	50	13	46	20	55	14	55	15	70	23
Number of pupils admitted from other than Grammar Schools	5	2	2	1	1	3	1	2	1	2	1
Total	61	52	15	47	21	58	15	57	16	72	24

SUMNER HIGH SCHOOL — TABLE II.

AGE OF PUPILS IN PER CENT OF TOTAL NUMBER.

AGE OF PUPILS ADMITTED TO THE HIGH SCHOOL.

	School Year.	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	Total.
Number of pupils	1895-6	1	4	13	26	7	10	61
Per cent of these numbers to total number admitted	1895-6	1.6	6.5	21.4	42.6	11.4	16.5	100
Number of pupils	1896-7	....	....	13	14	27	13	67
Per cent of these numbers to total number admitted	1896-7	....	....	19.4	20.9	40.3	19.4	100
Number of pupils	1897-8	....	....	15	22	16	15	68
Per cent of these numbers to total number admitted	1897-8	....	....	22.	32.4	23.6	22.	100
Number of pupils	1898-9	....	3	14	18	17	21	73
Per cent of these numbers to total number admitted	1898-9	....	4.1	19.2	24.6	23.3	28.8	100
Number of pupils	1899-0	1	3	13	30	19	7	73
Per cent of these numbers to total number admitted	1899-0	1.4	4.1	17.8	41.1	26.	9.6	100
Number of pupils	1900-01	1	8	18	21	35	13	96
Per cent of these numbers to total number admitted	1900-01	1.1	8.3	18.8	21.9	36.4	13.5	100

SUMNER HIGH—TABLE III.

SHOWING ENROLLMENT DURING PAST SEVENTEEN YEARS.

	Junior Year.		Second Year.		Third Year.		Senior Year.		Normal Class.		Course.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
1885	3	5	2	4	2	2	1	1	....	....	8	12	20
1886	5	10	3	7	2	4	1	2	....	....	11	22	43
1887	13	33	4	8	2	6	4	4	....	....	23	51	74
1888	11	23	6	9	4	12	4	5	....	....	25	59	84
1889	9	24	7	17	6	19	3	14	....	....	25	74	99
1890	11	23	7	17	6	18	1	16	....	14	25	89	114
1891	16	46	5	13	6	15	5	16	....	14	32	114	146
1892	28	86	6	15	6	24	2	15	....	14	42	154	196
1893	26	52	12	34	2	26	10	28	....	20	50	160	210
1894	18	50	15	40	10	40	15	2	....	22	45	167	212
1895	21	54	12	30	7	26	3	36	....	21	43	167	210
1896	20	72	10	40	6	35	4	19	....	41	40	207	247
1897	27	51	17	65	9	30	5	28	....	36	58	210	268
1898	35	60	13	32	9	56	7	27	....	22	64	197	261
1899	23	58	17	33	16	43	10	29	....	23	66	186	252
1900	27	60	18	46	7	37	6	18	....	31	58	192	250
1901	36	69	13	38	8	29	6	40	....	37	63	213	276

SUMNER HIGH SCHOOL — TABLE IV.

AGE OF PUPILS IN PER CENT OF TOTAL NUMBER.

AGE.	1885.		1886.		1887.		1888.		1889.		1890.		1891.		1892.		1893.		1894.		1895.		1896.		1897.		1898.		1899.		1900.		1901.	
	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.
12 Years	...	....	....	....	....	....	....	....	....	....	...	...	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.4
13 Years	1	5.	3	6.9	2	2.7	2	2.4	4	4.	3	2.6	4	2.7	8	1.5	4	1 9	8	3 7	....	....	....	....	....	....	....	....	....	....	5	1.8
14 Years	3	66 6	6	13.9	10	13.5	13	15.4	12	12.	19	16.6	29	19.1	5	2.6	6	2.8	20	9.4	5	3.4	2	.8	14	5.2	11	4.2	12	4.8	17	6.1
15 Years	4	20.	9	20.8	20	27.	23	27.3	33	33.3	33	28.8	40	27 3	38	19.3	42	20.	30	14.1	30	14.2	60	24.2	22	8.2	44	16.	25	9.9	41	14.9
16 Years	12	8.3	25	57.1	42	56.1	46	54.7	50	50.5	59	51.7	73	50.	150	76.5	158	75.2	154	72.6	175	83.3	185	74.9	232	86.	206	79.	215	85.3	212	76.8
Total	20		43		74		84		99		114		146		196		210		212		210		247		268		261		252		276	

SUMNER HIGH SCHOOL — TABLE V.

ATTENDED — DAYS.

	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.	Total.	Not Absent.	Not Tardy.	Tardiness.	Re-admitted.	Total Enrolled.
1885.....	2	6	8	2	1	....	....	....	...	....	....	19	2	15	80	1	20
1886.....	4	14	14	4	3	....	....	....	...	....	....	37	5	30	163	4	43
1887.....	4	12	24	14	4	3	1	....	...	....	....	62	6	60	131	8	74
1888.....	5	13	24	24	2	....	....	....	....	....	....	68	7	70	185	10	84
1889.....	8	16	36	16	15	4	6	2	2	1	....	73	9	76	192	12	89
1890.....	4	16	21	17	14	4	8	1	2	....	....	81	7	82	181	14	114
1891.....	6	27	44	19	19	4	3	2	2	....	....	126	8	112	292	16	146
1892.....	18	26	54	40	10	10	4	3	4	4	....	171	9	140	274	14	196
1893.....	30	40	50	42	20	10	5	2	2	1	....	202	32	150	280	20	210
1894.....	20	50	60	46	20	10	4	2	....	....	....	212	20	90	288	21	212
1895.....	23	115	13	12	3	7	3	2	5	6	9	203	26	92	240	22	210
1896.....	15	50	83	60	18	15	3	2	....	....	....	246	26	31	358	21	247
1897.....	112	46	9	15	9	31	8	9	11	11	4	265	112	89	171	35	261
1898.....	35	108	24	10	9	13	23	7	6	13	13	241	50	96	313	96	268
1899.....	18	127	24	10	5	9	26	9	6	4	14	252	75	110	324	67	252
1900.....	....	104	59	9	5	7	32	7	7	9	11	250	27	67	632	69	250
1901.....	....	131	47	16	6	4	43	12	3	5	9	276	35	68	804	80	276

EVENING SCHOOLS.

The Board of Education maintains free Public Evening Schools for the benefit of young men and women between the ages of fourteen and twenty, who follow some industrial calling and have no opportunity to avail themselves of the day schools. To an earnest student the evening schools offer a good chance for obtaining a fair English education or for making up deficiencies of earlier school training. Many of the best teachers of the day schools teach in the evening schools. The appointment of teachers is made with the single purpose in mind of selecting the best talent for the work, and every teacher who has done efficient work in the Evening School service has been continued in the special work.

TIME OF THE EVENING SCHOOLS.

The Evening Schools begin early in October (at the beginning of the sixth week of the school year), and continue in session for twenty weeks, on Mondays, Wednesdays and Fridays from seven to nine o'clock. Students can be admitted to an Evening School at any time of the course by applying to the principal. Good conduct and punctual attendance are required for membership.

STUDIES OF THE EVENING SCHOOLS.

The full course which is open to the students covers five years, namely: three years of common school instruction and two years High School work. The studies of the Public Evening Schools are: Reading and Writing the English Language, Arithmetic, the elements of Geography and of the History of the United States. In most of the evening schools there are classes in Drawing for mechanics, and classes in Bookkeeping. When a sufficient number of

applicants present themselves special classes are formed for foreigners who desire instruction in the English Language.

The regular studies of the Evening High School are: English Language and Literature, Algebra, Geometry, Physics, the elements of Chemistry, Drawing and Book-keeping. If twenty qualified pupils apply for instruction in a High-School study of technological character, it is the intention to make provision for them.

For admission to the Evening High School a certificate of graduation from the district Evening Schools or other evidence of sufficient preparation is required.

In former years the night schools were located in the down-town districts near the stores, factories and work-shops. A new plan was inaugurated this year by which the advantages of the Evening Schools were brought nearer the homes of young people living in the western part of the city. The Gratiot evening school located near the large terra-cotta and pressed-brick work, and the Cote Brilliante School in the western part of the city, on Cora and Kennerly avenues, were opened and fairly well attended.

The location of some of the older schools was changed from old buildings to newer schoolhouses, so as to offer to the evening school students the most attractive and most comfortable quarters.

The location of the evening High School was changed from the old Franklin School to the High School building, where all the facilities provided for the day school can be used for the evening classes.

During the past school year evening schools were opened as follows: —

O'Fallon Polytechnic (High) School.

Carr Lane School.

Cote Brilliante School.
Franklin School.
Gratiot School.
Irving School.
Lyon School.
Webster School.
Dumas (colored) School.
L'Ouverture (colored) School.

The total cost of the evening schools was $12,048.99, of which sum $10,469.05 were spent for teachers' salaries.

EXPENDITURES FOR THE EVENING SCHOOLS FOR THE SCHOLASTIC YEAR 1900–1901.

	Teachers' Salaries.	Janitors' Salaries.	Supplies.	Total.
O'Fallon Polytechnic	$1,281 00	$80 00	$40 01	$1,401 01
Carr Lane	1,013 00	70 70	98 51	1,182 21
Carroll	1,542 05	100 00	123 45	1,765 50
Cote Brilliante	875 65	50 00	92 60	1,018 25
Franklin	615 00	30 00	51 61	696 61
Gratiot	471 00	30 00	62 70	563 70
Irving	1,009 75	60 00	99 07	1,168 82
Lyon	1,287 85	80 00	50 62	1,458 47
Webster	1,688 25	110 00	110 30	1,908 55
Dumas	381 00	38 35	83 97	503 32
L'Ouverture	304 50	28 85	49 20	382 55
Total	$10,469 05	$677 90	$902 04	$12,048 99

The enrollment in the evening schools was 3,438 while during the preceding year only 2,410 students had been listed. There were 2,840 boys and 598 girls. The increase, especially in the number of girls, which the enrollment shows, is evidence of the greater attractiveness and value of this branch of public education.

The table showing the occupations of the students attending evening schools is very instructive.

TABLE 10.

SHOWING ATTENDANCE OF PUPILS IN THE EVENING SCHOOLS, 1900-1901.

NAME OF SCHOOL.	Attending 60 Nights.	50-60.	40-50.	30-40.	20-30.	10-20.	Less than 10.	Total.	Average Number Belonging	Average Nightly Attendance.	Per Cent of Attendance.	Av. Number Pupils Belonging to each Teacher.	Average Number of Teachers.
O'Fallon Polytechnic Institute	23	86	81	62	45	34	31	362	240	202	84	30	8
Carr Lane	9	85	50	40	48	32	20	284	207	169	82	35	6
Carroll	20	124	76	79	89	84	63	535	358	296	83	36	10
Cote Brilliante	0	15	38	36	26	37	121	273	130	94	72	26	5
Franklin	9	39	34	38	26	22	19	187	105	88	79	35	3
Gratiot	2	14	21	11	17	21	53	139	69	53	77	23	3
Irving	4	34	36	36	40	54	74	278	154	119	77	26	6
Jackson	3	47	69	107	143	79	109	557	298	244	82	27	11
Lyon	6	59	47	69	68	59	70	378	241	189	78	30	8
Dumas (colored)	3	36	31	30	27	43	99	269	134	110	82	34	4
L'Ouverture (colored)	7	32	36	28	15	24	34	176	109	91	83	36	3
Total	86	571	519	536	544	489	693	3438	2043	1650	80	31	67

TABLE 11.

EVENING SCHOOLS—COMPARATIVE STATISTICS.

YEARS.	No. of Schools.	No. of Teachers.	No. of Pupils Enrolled.			Average Number Belonging.	Average Number Attending.	Per cent Attendance.	Av. Number Belonging to each Teacher	Entire Cost of Evening Schools.	Av. Cost per Pupil.	Average Age.
			Boys.	Girls.	Total.							
1859–60	5	14	777	84	861	536	460	85	39	$2,041 00	$3 80	18
1860–61	5	17	1,027	122	1,149	618	556	89	36	2,621 00	4 24	18
1862–63	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863–64	5	18	869	152	1,021	514	431	79	28	2,220 00	3 57	16
1864–65	6	22	1,177	294	1,471	781	683	86	34	3,610 00	4 62	15
1865–66	8	32	1,372	300	1,672	861	751	86	25	5,450 00	6 56	16
1866–67	8	30	1,364	189	1,553	887	773	87	28	5,500 00	6 20	16
1867–68	12	43	1,936	198	2,134	1,191	1,075	90	28	7,621 00	6 40	17
1868–69	12	46	2,324	204	2,528	1,402	1,259	90	30	8,713 25	6 21	17
1869–70	11	42	2,253	211	2,464	1,247	1,081	87	30	8,450 96	6 77	16
1870–71	16	63	2,908	707	3,615	2,055	1,773	86	33	11,696 95	5 69	17
1871–72	17	80	3,425	712	4,137	2,290	1,996	87	29	15,718 30	6 86	16
1872–73	17	81	3,417	554	3,971	2,016	1,711	85	25	14,413 90	7 15	16
1873–74	22	110	4,867	710	5,577	3,126	2,662	85	28	17,983 05	5 75	16
1874–75	21	115	4,999	752	5,751	3,070	2,644	86	27	19,841 07	6 46	16
1875–76	24	117	4,623	650	5,273	2,817	2,366	84	24	19,189 48	6 81	16
1876–77	24	118	4,525	715	5,240	2,844	2,421	85	24	19,688 70	6 92	16
1877–78	34	140	5,464	953	6,417	3,620	3,095	85	26	24,337 64	6 72	16
1878–79	41	146	5,378	908	6,286	3,509	2,990	85	26	25,811 99	7 35	16
1879–80	29	91	4,008	531	4,539	2,575	2,128	83	31	17,985 53	6 98	16
1880–81	11	40	2,142	242	2,384	1,383	1,049	79	33	7,763 27	5 82	17
1881–82	16	51	2,975	325	3,300	1,981	1,655	84	41	10,289 52	5 17	18
1882–83	22	70	3,541	546	4,087	2,528	2,060	81	38	13,590 75	5 45	18
1883–84	25	69	2,907	332	3,239	2,058	1,684	82	32	13,386 13	6 50	16
1884–85	28	76	3,226	443	3,669	2,303	1,908	83	30	14,620 50	6 35	16
1885–86	32	83	3,308	416	3,724	2,410	1,940	81	31	16,146 27	6 70	16
1886–87	8	40	1,470	152	1,622	1,118	949	85	31	8,813 05	7 87	16
1887–88	8	41	1,668	144	1,812	1,213	1,043	86	33	8,021 60	6 61	16
1888–89	8	45	1,952	234	2,186	1,402	1,140	82	34	8,558 50	6 10	16
1889–90	12	55	2,525	264	2,789	1,615	1,271	79	32	11,621 08	7 20	16
1890–91	18	82	3,501	418	3,919	2,385	1,886	79	33	16,688 12	7 00	16
1891–92	18	86	3,417	480	3,897	2,278	1,797	79	29	17,927 79	7 87	16
1892–93	8	50	1,760	250	2,010	1,326	1,101	83	26	8,915 88	6 70	16
1893–94	8	55	1,908	259	2,167	1,580	1,329	84	32	9,186 82	5 81	16
1894–95	8	56	1,902	318	2,220	1,450	1,194	82	29	9,057 01	6 25	16
1895–96	8	56	1,997	305	2,302	1,522	1,218	80	30	9,172 52	6 03	16
1896–97	8	56	1,804	336	2,140	1,494	1,234	84	30	9,072 22	6 07	16
1897–98	8	56	1,780	376	2,156	1,380	1,109	80	28	8,881 92	6 43	16
1898–99	8	58	2,083	357	2,440	1,586	1,273	80	31	9,197 35	5 80	16
1899–00	8	59	2,007	403	2,410	1,565	1,290	82	30	9,273 76	5 93	16
1900–01	11	75	2,840	598	3,438	2,043	1,650	80	31	12,048 99	5 89	16

TABLE 12.

AGES OF PUPILS IN THE EVENING SCHOOLS, 1900-1901.

NAMES OF SCHOOLS.	12 Years Old.	13 Years Old.	14 Years Old.	15 Years Old.	16 Years Old.	17 Years Old.	18 Years Old.	19 Years Old.	20 Years Old.	Total.
O'Fallon Polytechnic Institute (Located in the High school; higher course.)	....	6	40	68	76	75	62	35	....	362
Carr Lane (elementary course)	32	45	50	50	43	27	15	9	13	284
Carroll " "	23	57	116	116	82	44	27	13	57	535
Cote Brilliante " "	8	21	44	48	57	40	20	24	11	273
Franklin " "	19	21	50	29	26	16	17	2	7	187
Gratiot " "	4	11	20	21	17	16	13	15	22	139
Irving " "	6	22	50	60	63	42	16	10	9	278
Jackson " "	5	53	70	123	124	101	46	19	16	557
Lyon " "	32	43	100	75	58	22	15	12	21	378
Dumas (colored)	1	7	7	8	12	7	11	8	208	269
L'Ouverture (colored)	1	8	12	8	10	9	12	18	98	176
Total	131	294	559	606	568	399	254	165	462	3438

TABLE 13.

OCCUPATION OF PUPILS IN THE EVENING SCHOOLS, 1900-1901.

MALES.

Apprentices	27	Hucksters	2
Bakers	9	Ironworkers	13
Barbers	3	Jewelers	9
Barkeepers	7	Laborers	160
Basketmakers	6	Machinists	68
Blacksmiths	14	Manufacturers	10
Bookbinders	12	Masons	7
Boxmakers	18	Mechanics	67
Brewery Boys	80	Millers	7
Bricklayers	12	Moulders	15
Brushmakers	..	Newscarriers	6
Butchers	22	Office boys	183
Cabinetmakers	18	Painters	30
Candymakers	9	Photographers	2
Carpenters	41	Plasterers	9
Carriagemakers	15	Plumbers	10
Cash boys	52	Porters	42
Cigarmakers	25	Printers	57
Clerks	199	Saddlers	2
Dentists	..	Shoemakers	46
Druggists	10	Store boys	154
Engineers	6	Tailors	27
Engravers	1	Teamsters	37
Errand boys	152	Tinners	15
Factory boys	349	Tobacconists	47
Finishers	18	Trunkmakers	2
Foundry boys	45	Waiters	16
Gasfitters	1	Whiteners	2
German schools	9	Miscellaneous	348
Glassworkers	19	No occupation	245
Grocers	14		
Harnessmakers	4	Total	2840

TABLE 13.—Continued.

FEMALES.

Dressmakers	24	Saleswomen	32
Factory girls	5	Seamstresses	36
House girls	110	Miscellaneous	257
Laundresses	63	No occupation	38
Milliners	19		
Nurses	14	Total	598

Total males	2840
Total females	598
Total	3438

The enormous increase in the number of students enrolled in the evening schools is no doubt due to the improvements made in the course of study and in the appointments of the evening schools. The rearrangement of the whole course of study has gone into effect as described in last year's report. Until now instruction in the evening schools had been largely ungraded.

Each pupil in a room formed, to a certain extent, a class by himself. In consequence, much of the time was spent on written work so that the teacher might help individuals, or small classes of pupils. While there was some instruction in reading, it was hardly systematic enough for the purpose of giving thorough training in the English language. The studies on which, as a matter of course, most stress was laid, was arithmetic, with the elements of bookkeeping, composition and penmanship.

The most important change which took place during last winter was, to grade the course of instruction systematically in order to make possible a better classification of the students of the evening schools. Three grades — the grade of beginners, middle grade and the grade preparing for the evening High School — seemed the simplest classification for this purpose.

The Board of Education has supplied a sufficient number of supplementary reading books which have been of the greatest value in enriching the course of study: "The Young Citizen," Eggleston's First Book in American History, and "Stepping Stones to Literature," books III. to VIII. The course of at least three years in the evening district schools is followed by a course in the evening High School, which is subdivided into two years' work. The course of study is as follows: —

COMMON EVENING SCHOOL GRADES.

ELEMENTARY GRADE.

(Corresponding to the four lower grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
(Reading, Writing, Orthography) three lessons of forty minutes each per week, to be divided between composition (15 minutes) and oral work (25 minutes). *Reading:* Third and Fourth Reader of the Stepping Stones to Literature Series. Recitation of selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Easy Compositions and Letters. **Grammatical Instruction. The teacher uses Reed's Introductory Language Work, pages 1 to 133.**	**Reference Book for the Teacher: Essentials of Arithmetic, Part I, pages 1 to 86.** The four processes — weights and **measures. "Making change." Notation and numeration.**	*Geography:* **Three lessons per week of** twenty minutes each. Tarr & McMurry's Geography, Part I, pages 137 to 255. North America, The United States, Canada, Mexico, South America, Europe, Asia, Africa, Australia. *U. S. History:* Three lessons per week of twenty minutes each. Eggleston's First Book in American History, pages 1 to 102. Columbus, the Cabots, Henry Hudson, Miles Standish, the Indians, Penn, Franklin. **(Other books on history are used for topical reading.)**

INTERMEDIATE GRADE.

(Corresponding to the Fifth and Sixth Grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
Three lessons of forty minutes each per week, to be divided between composition (15 minutes) and oral work (25 minutes). *Reading:* Sixth Reader of the Stepping Stones to Literature Series. Recitation of some of the selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Easy Compositions and Letters. Grammatical Instruction. The teacher uses Reed's Introductory Language Work, pages 133 to 249. Writing of business forms, letters, bills, notes, etc.	**Reference Book for the Teacher: Essentials of Arithmetic, Part I, page 80 and** pages 86 to 143. Parts of numbers — **fractional length. Measures — surface measures. Area of Rectangles. Measuring** Rectangular solids. Dimes, cents, mills. Decimals. **Bills.** Balancing a Cash Account. **Improper fractions and mixed numbers. Common Denominator. Addition, subtraction, multiplication and division of fractions.**	*Geography:* Three lessons per week of twenty minutes each. Tarr & McMurry's Geography, Book I, pages 1 to 137. Soil, Mountains and Valleys, Rivers, etc. The Ocean; Air. Industry and Commerce. Govern ment. *U. S. History:* Three lessons per week of twenty minutes each. Eggleston's First Book in American History, pp. 102 to 196. Washington, Jefferson, Fulton and the Steamboat. Harrison, Jackson, Morse and the Telegraph. Lincoln. The Civil War. Growth of the United States. **(Other books in history are used for topical reading.)**

GRAMMAR GRADE.

(Corresponding to the Seventh and Eighth Grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
Two lessons of forty minutes each per week, to be divided between composition (15 minutes) and oral work (25 minutes). *Reading*: Eighth Reader of the Stepping Stones to Literature Series. Recitation of some of the selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Compositions and Letter Writing. Grammatical Instruction. Review of the Grammatical Work of the Elementary and Middle Grades. The teacher uses Reed's **Introductory Language Work, pages 133 to 249.**	**Reference Book: Essentials of Arithmetic, Part I, pages 143 to 185. Classes sufficiently advanced may begin the topics of Essentials, Part II.** Decimal Fractions, **Measurement of lumber.** **Accounts. Percentage. Interest. Receipts and checks.**	**The Government of the United States. One lesson of forty minutes per week.** C. F. Dole's "The Young Citizen." Things that belong to the People. What each citizen can do for this city. Conditions and obligations of citizenship. The Laws of the Land. The Police; Courts. Public Servants. Mayor and City Council. Voting Money and Taxes. City Improvement. **The State. Governor.** President. Army **and Navy. The Flag.**

BOOKKEEPING.

A large number of students in the evening schools desire especially to receive instruction in bookkeeping. A special teacher qualified to impart instruction in this subject is therefore appointed to each of the larger evening schools. In order to systematize instruction in this important subject and to make it reasonably uniform in the various schools, the following course of study has been adopted as the result of conferences between the Superintendent and the special teachers in charge of the subject:

EVENING SCHOOL COURSE IN BOOKKEEPING.

FIRST YEAR.

At first, use the Day Book exclusively in a series of progressive exercises illustrating the following essential items of a Day Book record: —

1. Place of transaction, as, "St. Louis, Mo."
2. Date of transaction, as, "Oct. 9, 1901."
3. Nature of transaction, as, "bought, sold," etc.
4. Character of payment, as, "cash (money), note," etc.
5. Items, prices, extensions, as, "6 hats at $2.00 . . . . $12.00."

The illustrative exercises should be given in the order indicated below. Let them be written in the Day Book without formal "opening statement." From 6 to 12 transactions should be included in each exercise. Write the 14 exercises, employing such transactions only as do not require the use of the "partial amount column" (a). Then review and select the series, using not more than 6 transactions to each exercise, such transactions as require the use of the "partial amount" column. (b)

EXERCISES.

1. Buy for cash. — 2. Sell for cash. — 3. Buy on account (a) see appendix a. end of first year's course, (b) see appendix b. end of first year's course. — 4. Sell on account. — 5. Buy on note.—6. Sell on note. — 7. Buy for cash and on account. — 8. Sell for cash and on account. — 9. Buy for

cash and on note. — 10. Sell for cash and on note. — 11. Buy on account and note. — 12. Sell on account and note. — 13. Buy for cash, note and account. — 14. Sell for cash, note and account.

In writing the following five exercises in the Day Book, use in each case formal "opening statement." As each exercise is completed in the Day Book, journalize its transactions, post the journal accounts to the Ledger, and take a Trial Balance.

At this time define Bookkeeping, an account, debit, credit, journalizing, posting, Trial Balance.

Let each "set" in each exercise contain not more than ten transactions.

Illustrate each exercise by at least two or three "sets."

EXERCISES.

Exercise 1. Accounts: Stocks, Mdse., Cash.
Exercise 2. Accounts as in Ex. 1, and in addition, Personal accounts.
" 3. " " " 2, " " " Expense "
" 4. " " " 3, " " " Fixtures "
" 5. " " " 4, " " " Bank "

Not including Sight Drafts. See course, Third Year.

Appendix. — a. See "The Essentials of Arithmetic," Book I, and in this connection solve Examples 23-28, page 73; examples 16-21, page 75; example 5, page 84.

b. See "The Essentials of Arithmetic," Book I, and in this connection solve Examples 26-31, page 62; examples 22-27, page 75; examples 14, 15, page 94; examples 4-6, page 107.

Also write bills.

Examples 4-8, page 109; examples 5-10, page 113; examples 14-21, page 100, examples 1-3, page 143.

SECOND YEAR.

Review the seven accounts studied in the First Year's Course, using two or three short sets for the purpose.

In writing the following five exercises in the Day Book, use in each case formal "opening statement." As each exercise is completed in the Day Book, journalize its transactions, post the Journal accounts to the Ledger, take a Trial Balance, make statement of Resources and Liabilities, of Loss and Gain, and close each "set."

At this time define: Resources, Liabilities, Primary Accounts, Secondary Accounts, Mixed Accounts, Inventories, Indorser.

Let each set in each exercise contain from 12 to 15 transactions. Illustrate each exercise by at least 2 or 3 "sets."

In this year, lay special stress upon the analysis (*i. e.* interpretation) of accounts, and the making and use of inventories.

EXERCISES.

Exercise 1. Any, or all, accounts previously studied, and Bills Rec.[2]
" 2. " " " " " " " " Pay.[2]
" 3. " " " " " " " " Interest.
" 4. " " " " " " " " Discount.
" 5. " " " " " " " " Partners.

Explain and illustrate use of the Bill Book in connection with Exercise 1.

Explain and illustrate use of the Bill Book in connection with Exercise 2.

THIRD YEAR.

Review. — All instructions laid down in the course of study for the Second Year shall govern teachers in the Third Year's course, except that they may, if they choose, journalize any "set," except the first in any exercise, directly from the memorandum from which the Day Book would usually be written.

EXERCISES.

Exercise 1. Any accounts previously studied, and Personal.[3]

Exercise 2. Any accounts previously studied, and Bills Rec. and Bills Pay.[4]

Exercise 3. Any accounts previously studied, and Int. Rec.
" 4. " " " " " " Pay.
" 5. " " " " " Const. and Com.
" 6. " " " " " Shipt.

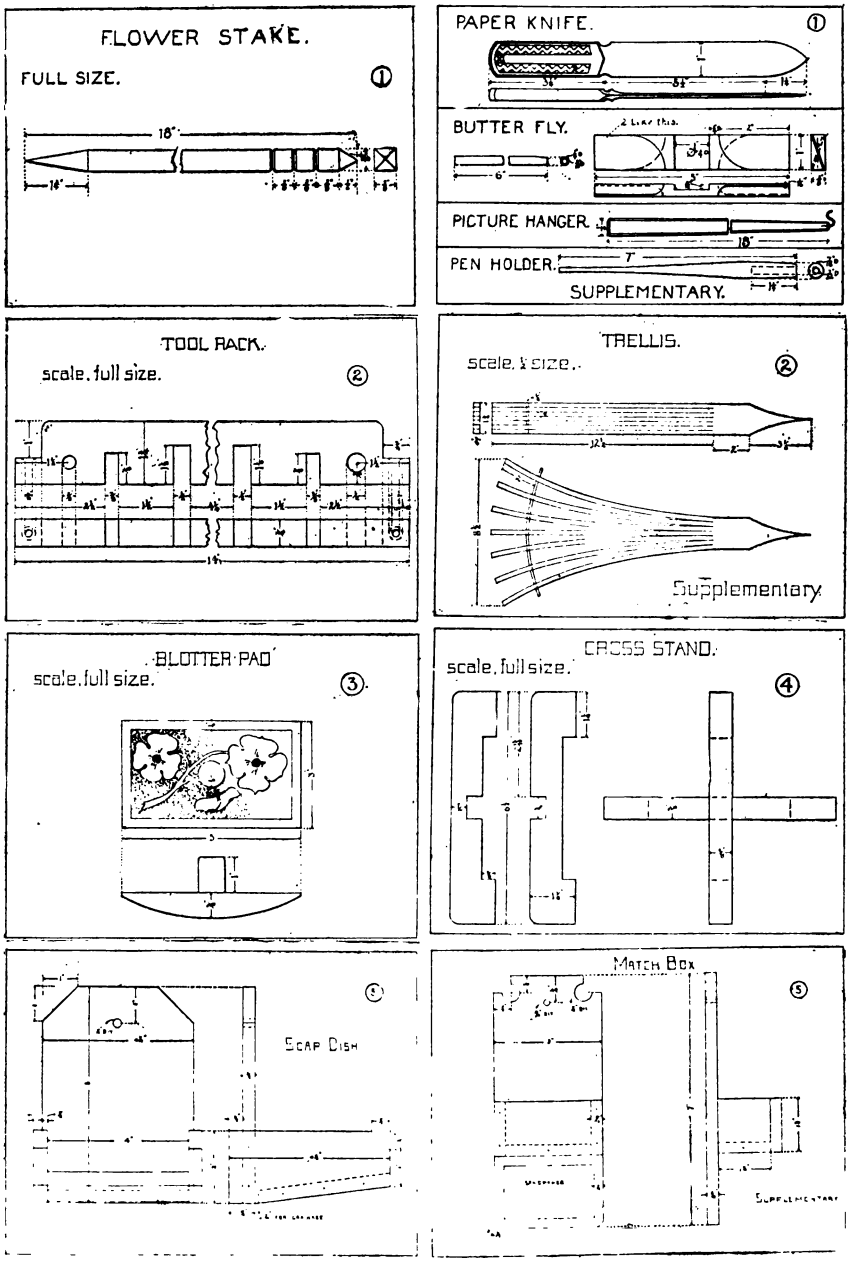
Explain the terms: accept, acceptance, balance sheet, commission, consignor, consignee, protest, account sales, drawer, drawee, payee.

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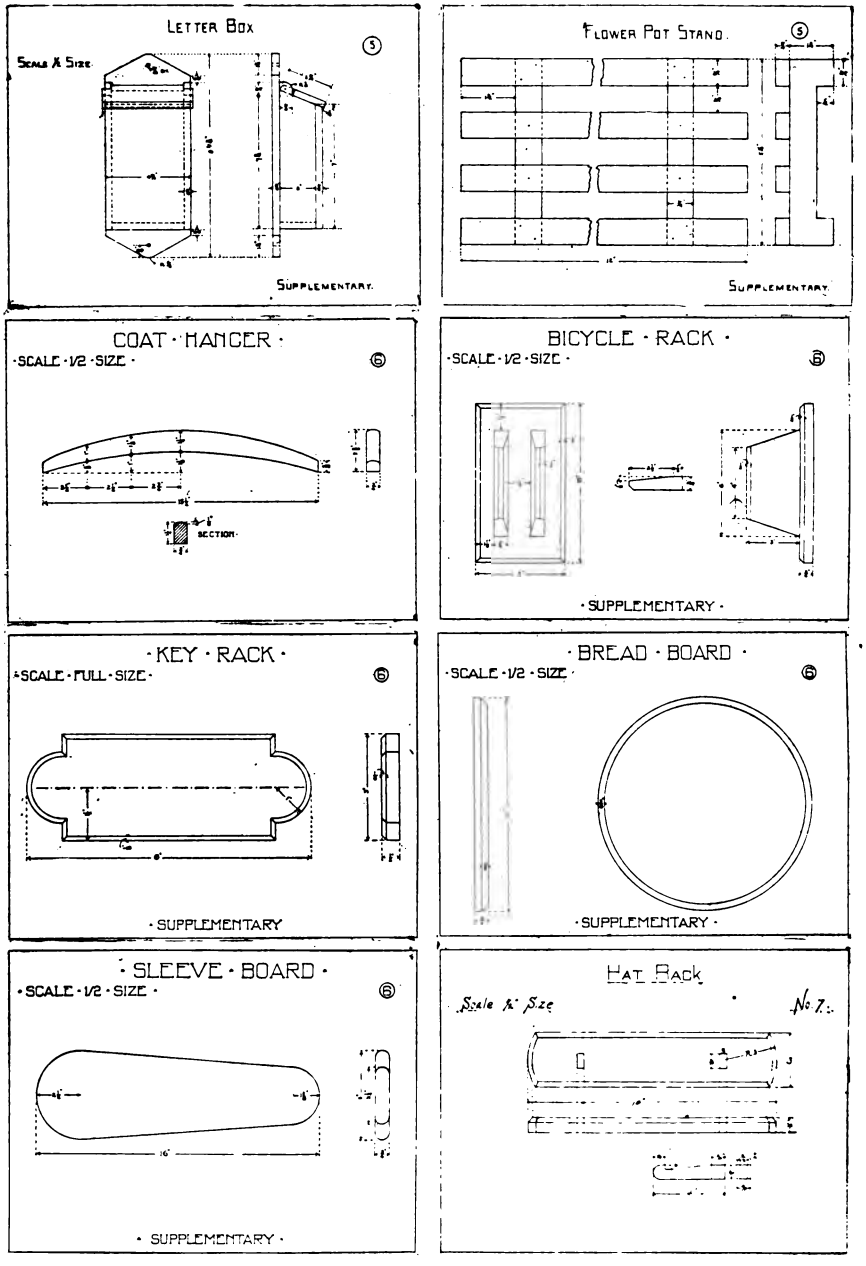
[2] Not including Time Drafts. See course, Third Year.

[3] Introducing Sight Drafts.

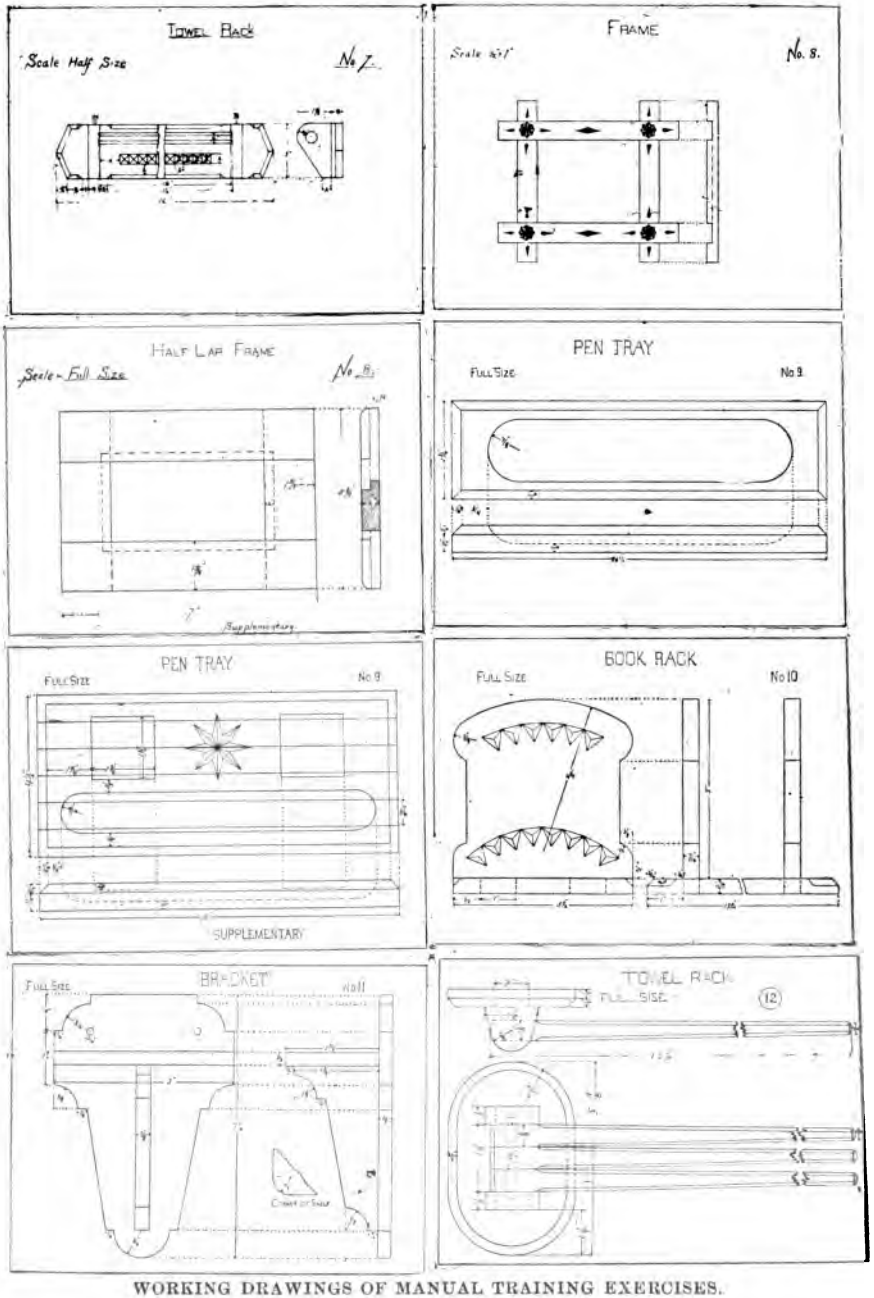
[4] Introducing Time Drafts.



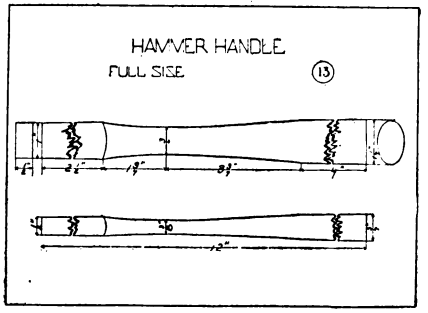
WORKING DRAWINGS OF MANUAL TRAINING EXERCISES.

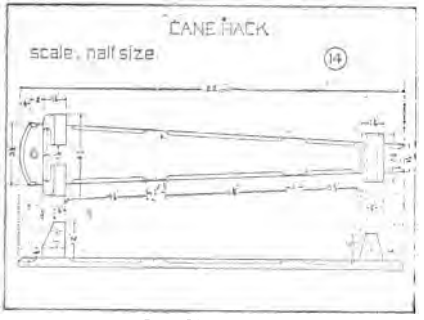


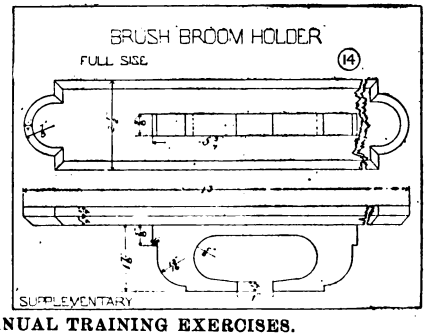
WORKING DRAWINGS OF MANUAL TRAINING EXERCISES.



WORKING DRAWINGS OF MANUAL TRAINING EXERCISES.







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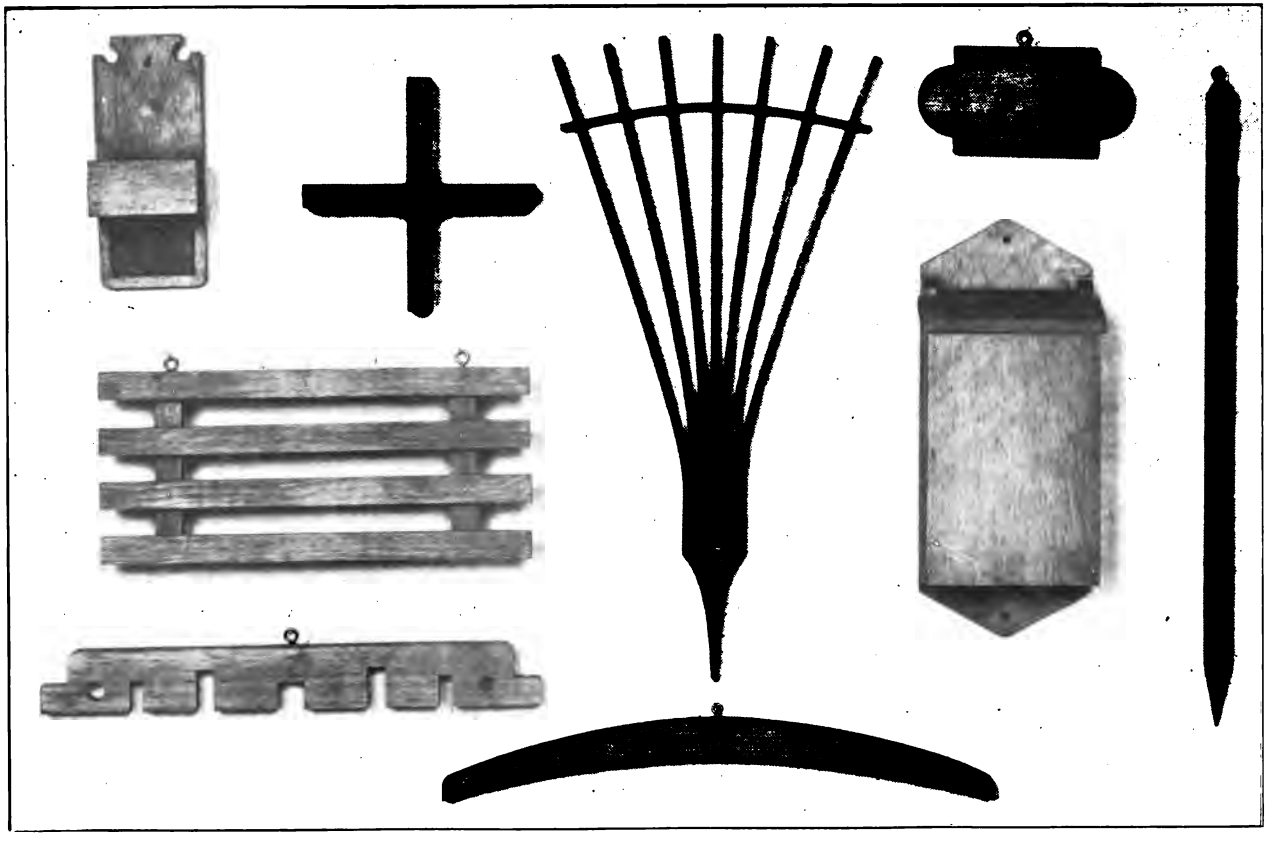
MANUAL TRAINING.

Instruction in Manual Training, which was introduced about three years ago into the seventh and eighth grades of the district schools, holds an important place in the course of study. Aside from the fact that, in the eyes of the children, it invests with new dignity manual labor and the every-day household duties, its value from an educational standpoint is obvious. Manual training develops eye and hand and is the medium of their co-operation. It is one of the studies which lift the process of education from the plane of a mere accumulation of facts, to that of a rational development of mental powers. Among its important results are deftness and skill, the power to design work intelligently, to carry out a plan with persistent will, and to subdue the resistance of the material by giving it the form which the mind has conceived. It is a good supplement to the other work of the school, which is mainly literary in tendency. Manual Training aims at the acquisition of information by laying stress on doing. It trains the child in creative activity for it not only puts him in the attitude of the attentive learner but makes him a productive worker. It introduces the development of new powers that are of life-importance into the field of common school education. The active interest which the manual training lessons evoke and the exercise of good taste which they constantly require, are of the greatest significance. They enrich and ennoble the lives of the children.

Instruction in manual training in the District schools is carried on in a number of rooms, located in various school buildings, and fitted up either as carpentry shops or as school-kitchens. Every other school in the district sends its seventh or eighth grade classes once a week to these centers, where they receive a lesson lasting from an hour and a half to two hours.

During the past year the number of schools in which manual training centers are located has doubled. While there were three schools in the year 1899–1900, namely, the Columbia, the Hodgen, and the colored Manual Training School, there have been six such centers during the past year, namely, the Columbia, the Jefferson, the Shepard, the Stoddard, the Eads Avenue School, and the Sumner High School. At the beginning of the year the Board of Education purchased a small schoolhouse recently constructed on Eads avenue, in which a private school had been conducted in the past, and fitted it up for Manual Training purposes. The Manual Training classes heretofore located in the Hodgen School, were transferred to this new center, and by this change very needful space was gained in the Hodgen School building.

The enrollment in the Manual Training Schools during the year 1899–1900 was 645 boys and 979 girls, a total of 1,624 pupils. During the year 1900–01 the enrollment was 1,783 boys, and 2,748 girls, a total of 4,531. This shows the enormous increase of 2,907 pupils, partly caused by a larger attendance in the seventh and eighth grades of the grammar schools. It seems as if one of the purposes which the Board of Education had in mind when manual training was made part of the district school course was being realized, namely, that it should improve the attendance in the higher grades, by adding a useful and attractive study.



PHOTOGRAPH OF MANUAL TRAINING EXERCISES.

TABLE .

ENROLLMENT AND ATTENDANCE AT MANUAL TRAINING AND DOMESTIC SCIENCE ROOMS, 1900-01.

LOCATION OF ROOMS.	SCHOOLS SENDING CLASSES.	Manual Training					Domestic Science.				
		No. Enrolled.	Average Weekly Attendance.	Per cent of Attendance.	No. of Cases of Tardiness.	No. of Cases of Absence.	No. Enrolled.	Average Weekly Attendance.	Per cent of Attendance.	No. of Cases of Tardiness.	No. of Cases of Absence.
COLUMBIA SCHOOL.	Arlington	33	20	61	21	46	66	33	50	45	131
	Blair	98	72	74	107	130	128	98	77	110	157
	Columbia	55	33	60	4	95	117	80	68	....	160
	Cote Brilliante	32	24	75	16	28	57	43	75	18	122
	Crow	38	17	45	27	47	45	20	44	46	89
	Elleardville	18	11	61	6	13	39	28	72	5	104
	Irving	77	50	65	41	125	92	59	64	8	184
	Penrose	12	8	67	....	13	6	4	67	....	9
	Total	363	235	65	222	497	550	365	66	232	956
EADS AVENUE.	Clinton	49	34	69	11	47	65	48	74	13	156
	Hodgen	106	73	69	2	110	185	129	65	3	300
	Lincoln	20	12	60	18	18	49	36	73	13	107
	Peabody	68	45	66	6	88	74	46	62	4	143
	Sherman	95	62	65	16	179	110	82	75	2	190
	Total	338	226	67	53	442	483	332	69	35	896
JEFFERSON SCHOOL.	Ames	25	12	48	1	30	24	16	67	13	33
	Clay	38	29	76	10	49	62	42	68	20	107
	Douglass	15	9	60	....	22	11	9	82	....	10
	Jackson	23	13	57	....	17	36	20	56	25	51
	Jefferson	45	32	71	....	109	43	31	72	33	63
	Lowell	5	4	80	....	10	9	9	100	1	11
	Madison	76	44	58	17	56	88	46	52	11	164
	Shields	78	40	51	....	160	61	41	67	24	201
	Webster	50	42	84	10	28	95	56	59	31	81
	Total	355	225	63	38	481	429	270	63	158	721
SHEPARD SCHOOL.	Blow	37	30	81	19	56	61	54	89	29	100
	Charless	91	71	78	81	122	103	66	64	36	153
	Garfield	71	54	76	30	85	70	61	87	9	137
	Lyon	15	13	87	4	4	25	20	80	4	33
	Monroe	69	53	77	....	98	93	74	80	....	129
	Shepard	29	22	76	5	34	32	26	81	1	28
	Total	312	243	78	139	399	384	301	78	79	580
STODDARD SCHOOL.	Crow	46	27	59	40	98	86	65	76	96	205
	Divoll	74	47	64	52	110	146	86	59	106	269
	Pope	47	34	72	27	57	112	76	68	73	219
	Stoddard	99	60	61	17	197	171	112	66	22	317
	Total	266	168	63	136	462	515	339	66	297	1001
SUMNER HIGH SCHOOL.	Attucks	7	7	100	....	11	14	14	100	....	33
	Banneker	7	7	73	....	16	16	13	81	....	39
	Delany	14	9	64	9	123	28	14	50	4	73
	Dessalines	3	3	100	....	6	5	4	80	....	6
	Dumas	11	8	73	2	10	27	17	63	2	51
	L'Ouverture	18	14	78	1	15	57	32	56	....	147
	Simmons	7	4	57	20	9	26	11	42	7	57
	Wheatley	25	11	44	20	21	15	8	53	6	30
	Sumner High	57	48	84	44	44	199	171	86	165	375
	Total	149	111	74	96	255	387	284	73	184	782
	Grand Total	1783	1208	68	684	2536	2748	1891	69	985	4936

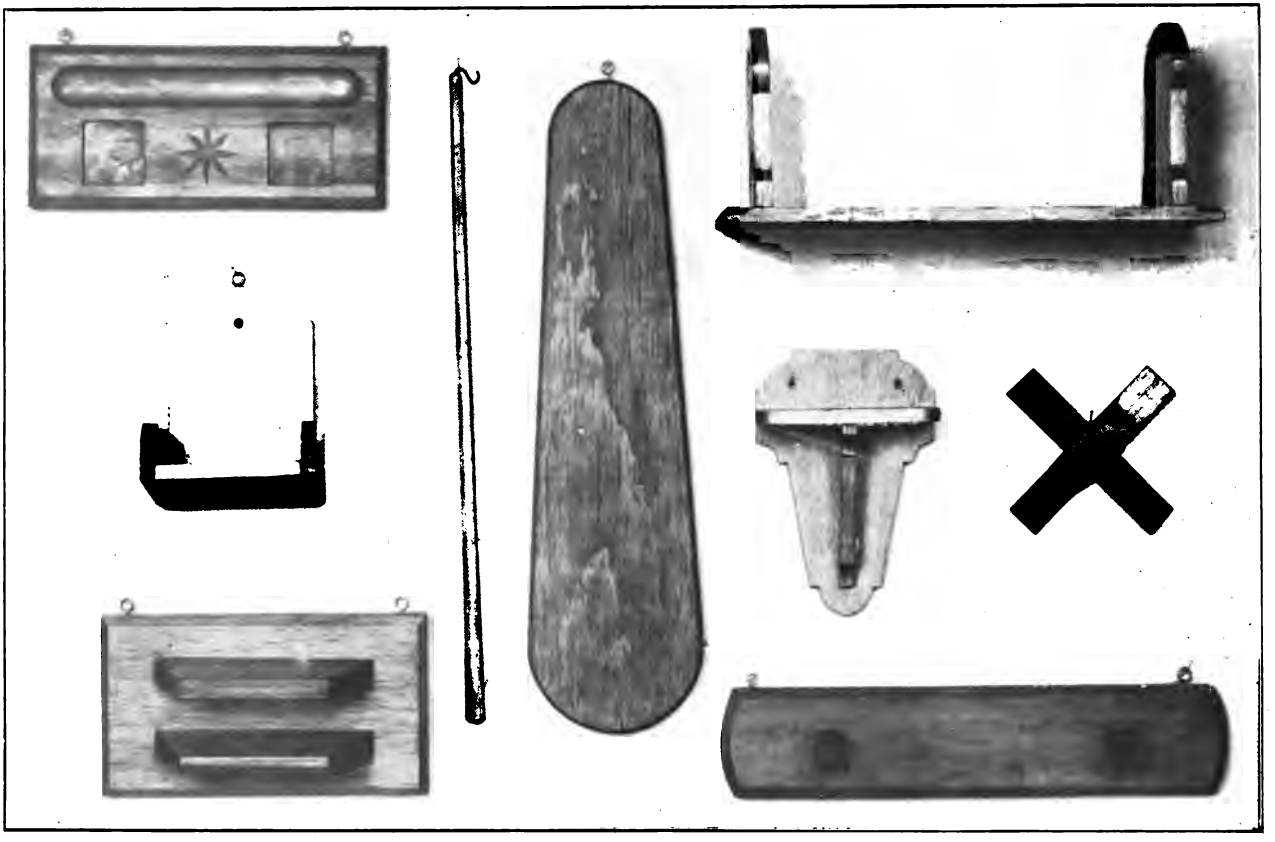
It is evident from the year's work that on the one hand it grew in interest as far as the pupils were concerned, and that on the other hand, there was an improvement of the methods of instruction through the experience gained by the teachers. The results of the year have made this department of the public schools better and more useful to the children of the city. Heretofore instruction has been given alternately in sewing and cooking every half year. Experience has shown that it is better to devote the first year altogether to sewing, and the second year to cooking. This general plan will be observed in the future.

The course in Domestic Science consists of systematic lessons in sewing, darning, patching, the study of the various kinds of textiles, and other materials used, and elementary lessons in fitting. The cooking lessons include not only the practical work, but elementary lessons in hygiene, in the physiology of food, and in the marketing and selecting of food material. Occasional lessons are given on how to set a table, how to serve food, how to wait on guests, and in general to the matter of good table manners.

The details of the course of study in Domestic Science have been planned with a view of correlating school studies with home life, and aim to present a systematic series of lessons. An additional reason for the new plan mentioned before, namely that the sewing course will in the future precede the cooking, is, that sewing calls for simpler tools and less complex material. Each lesson is planned to be the outcome of the lesson before it, and a preparation for the next, but each lesson has its own problem of immediate interest and of practical work. It is designed to train the pupils to think and work systematically, by demanding that the plan shall be thought out before execution is attempted.

The average girl in these classes is more or less familiar with the practical results of both sewing and cooking, but





PHOTOGRAPH OF MANUAL TRAINING EXERCISES.

her knowledge of the processes involved is frequently inaccurate, and her ideas of the reason why certain materials are treated in certain ways is not always very definite. As a rule she has little ability to describe simple processes carried on before her and to give the proper reasons for them; she is still less able to plan and carry out successfully a project involving several processes. The aim of the Domestic Science lessons is to cultivate ability in each of these directions. Like all other kinds of rational instruction, it aims to develop power.

Each lesson consists of a brief study of the topic, a very limited amount of written notes, and much practical work; teacher and class study together the subject of the lesson. A brief summary of the points as expressed by the class is written on the board and copied. These notes are studied at home and used to solve the problems of succeeding lessons.

Teachers of Domestic Science are instructed to make the lesson largely practical work. It is an essential part in teaching domestic science that the children should be led to understand the reason for the processes which they learn. This is especially true of the cooking lessons where much elementary information regarding the composition of food, the changes it undergoes in being cooked, its digestibility as determined by modes of cooking, the influence it has in building up the tissues, form legitimate parts of the lesson. Explanation and practice must go together. Lengthy theoretical discussions or lectures must be avoided, and the explanation necessary at each step should be brief and to the point. The time of instruction should be spent chiefly in sewing and cooking, not in talking about sewing and cooking.

The work for the boys in the carpenter shop is planned in such a way as to correlate it with the drawing, and the elementary lessons in geometric forms, which they have

studied in the schoolrooms as part of their arithmetic. It tends to make the boys accurate, to show them the application of many of the lessons which they have learned, and the value of correct drawing on one hand, and in manual work that is exact and adheres closely to the drawing. The interest of the boys in this new work is apparent and has a good educational effect on them. Interest in the labor of one's hands has an elevating educational influence.

The following plan has been adopted for the manual training instruction for the future and differs somewhat from the plan pursued last year. It has been found that the technical lessons in the use of tools, in the representation of form through drawing, are studied with greater interest by the boys, if they are given in connection with the making of objects which they like to produce. The boy takes proper pride in the work of his hand and likes to labor for some tangible purpose in which he is interested. The exercises are carefully graded, so as to introduce the typical tools and kinds of work in the order of their difficulty, but in each exercise an option is given to the student as to the special object which he wishes to design and make. Whichever task he selects he is required, first, to make a working drawing and think carefully about every phase of the proposed exercise; secondly, to work strictly in conformity with the drawing and the plan which he has made. There are elements of educationally valuable training in these conditions.

COURSE OF STUDY IN CARPENTRY.

SEVENTH AND EIGHTH YEARS OF THE DISTRICT SCHOOL.

First Exercise: The pupil selects one of the following forms: —

1. Flower stick,
2. Pen holder,
3. Paper knife,
4. Butterfly,
5. Picture hanger.

The training involved in this exercise is similar to that in the first exercise of the old course of study.

Second Exercise:

1. Tool rack, or
2. Trellis.

Third Exercise: Blotter pad.

Fourth Exercise: Cross Stand.

Fifth Exercise: Pupils elect one of the following forms: —

1. Soap dish,
2. Match safe,
3. Letter box (simple),
4. Flower pot stand.

Sixth Exercise: Pupils select one of the following forms: —

1. Coat hanger,
2. Bicycle rack,
3. Key rack,
4. Bread board,
5. Sleeve board.

Seventh Exercise:

1. Hat rack with mortised pegs, or
2. The rack with dowelled pins and mortised pegs.

SECOND YEAR.

First Exercise: Picture Frame.

Either (first) half joint corners, or (second) half lap joint corners.

Second Exercise:

1. Pen tray without ink stand, or
2. Pen tray with ink stand.

These may be either of solid or glued wood.

Third Exercise: Book rack.

Fourth Exercise: Bracket, any one of several styles.

Fifth Exercise: Towel rack.

Sixth Exercise: Hammer handle.

Seventh Exercise:

1. Cane rack, or
2. Whisk broom rack.

Whenever any exercises are to be decorated, the choice of finish is left with the teacher or pupils.

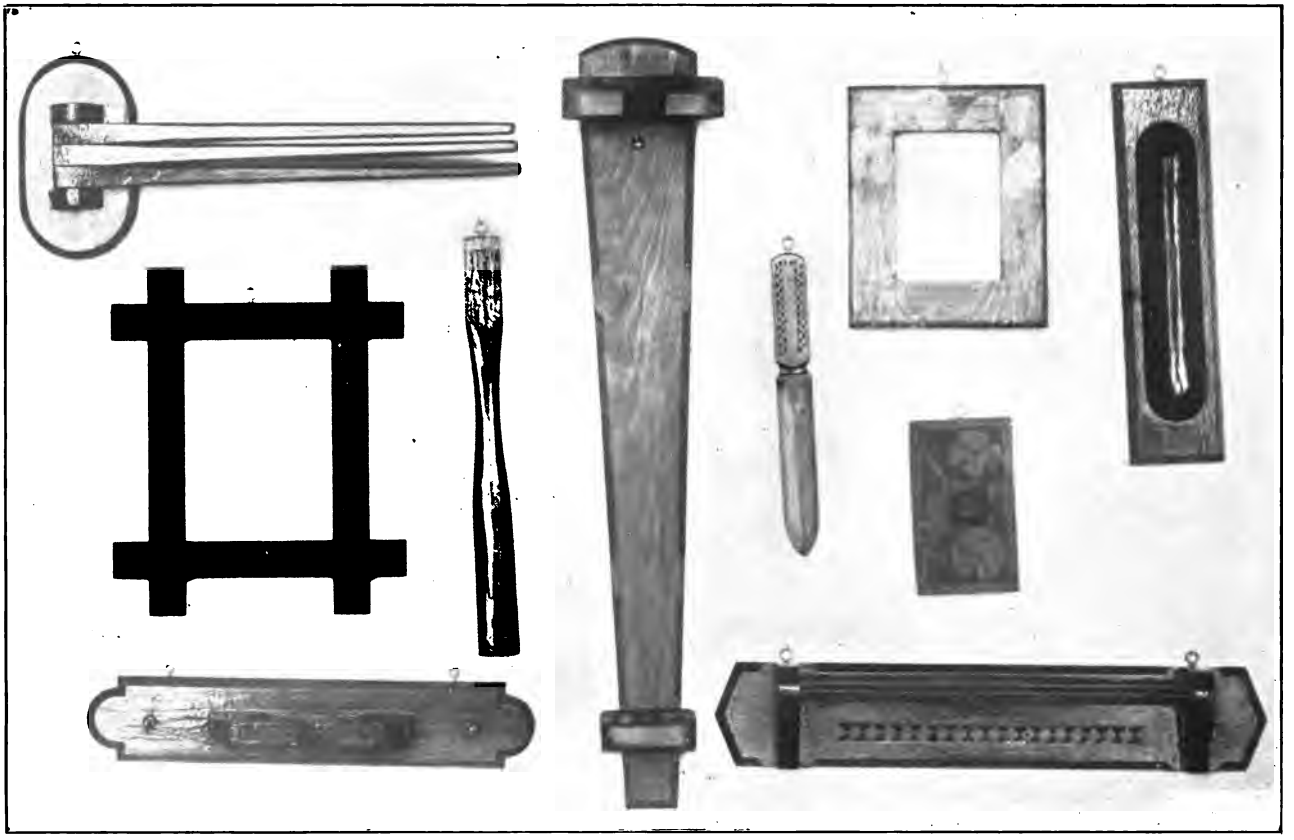
SPELLING IN THE PUBLIC SCHOOLS.

Correct spelling in English is by no means an easy attainment for the children, nor is it for many adults. It has been said frequently of late that children are not taught

to spell as well in the schools at present as they were taught a generation ago. Judging from the spelling found in letters written by persons of middle age, and comparing it with the spelling of children of the higher grades, or with that of pupils of the High School, there is no evidence that the subject is less well taught to-day than it was forty years ago. There is no attempt in the majority of schools of the country to curtail the time given to the study of spelling; the children of to-day are as intelligent as those of forty years ago and the average teacher of to-day has better training and better preparation. The tendency of modern education is away from all that is merely mechanical and does not develop and educate the human being to greater moral and mental strength and power. The idea that all information must lead to culture, to better living and doing, has become a public conviction, and a professional principle. In the old-time school in which all was mechanism and drill, and in which no time was given to the cultivation of judgment, or the storing of the mind with the common facts of current information, the merely mechanical arts, spelling and penmanship, were likely to receive a degree of attention, which encroached upon and in some cases excluded the better part of education. But this possible difference of time given to spelling in the old and new school is more than compensated by better and wiser and more efficient methods of instruction in spelling as well as in the other branches.

Spelling is an essential condition for all the work in the schoolroom, and should receive abundant attention. It is not the exclusive aim of education and public school training and should not be made its highest test. In a very few cities spelling has been stricken from the program, although it remains part of the system of instruction under the title of language. This has lead in many places to the erroneous idea that in the





PHOTOGRAPH OF MANUAL TRAINING EXERCISES.

public schools spelling is universally neglected, if not abandoned. Nothing can be farther from the truth.

In order to test the question, how far the enrichment of the daily program by lessons that cultivate judgment and character and give the child an insight into life, has interfered with proficiency in spelling, an attempt was made in our schools to ascertain the facts as far as this city is concerned. In December of the school year 1900–1901, a general test in written spelling was given to the pupils of all the district schools of St. Louis. The exercise was not conducted in the form of an examination of some specific spelling lessons which in the course of the year had been the subject of special drill, but as a practical test of the general ability of the pupil to spell correctly some of the more difficult words that are likely to occur in ordinary writing. The words were selected by the Superintendent without any conference with teachers or principals. The papers assigning the words of the test were not opened at the schools until the morning on which the exercise was held.

The results were satisfactory for two reasons: In the first place, they served to direct in a forcible manner the attention of both children and teachers to the need of giving sufficient attention to this important study. Secondly, they demonstrated that this branch of the child's education, traditionally regarded as fundamental, had not been neglected. Given, as it was, the test is a good measure of the children's ability to spell in practical work such words as are difficult in form.

The examination was conducted in the following way: Three or four sentences were assigned to each of the grades. These sentences were slowly read by the teacher and then written by the children on dictation. After all the children's papers had been collected, the teacher opened

a sealed envelope, which instructed her to mark in each child's paper certain words, ten in number, which were contained in the four or five sentences he had written on dictation. Until after the sentences had been written by the children and handed to the teacher, neither the children nor the teacher knew the words in the sentences that were to be exclusively considered and marked as the test words.

The selections dictated were so chosen as to single out some of the most difficult words allotted to the spelling and reading lessons of the year. A glance at the list of words, on which the pupils were marked, indicates that many of them, while important in practical speech and writing, have universally proved difficult to children because of their peculiar form. If the whole exercise which the children wrote had been marked, including both the easy and difficult words, the results would have been a surprising exhibition of proficiency. But this was not the aim. The test was intended to be a severe one, and for this reason only the most difficult words in the exercise were taken into consideration, while in giving credit for correct spelling, the easier words, which the children write with uniform correctness, were not considered. In the selections given to the first two grades occur such words as, "said," "wagon," "bread," "pieces," "many," and "straight," few, if any, of which are spelled phonetically. In the list of words on which the third and fourth grades were marked will be observed some words that even the casual reader will recognize as traditionally hard to master: as, "patient," "women," "tongue," "guessed," "believed," and "freight." Likewise in the fifth and sixth grades the children struggled with such words as, "sphere," "bathe," "pitcher," "Wednesday," "chimney," "deceitful," "sugar," and "medicine." For the more advanced pupils of the seventh and eighth grades, it might be difficult to find a list of harder words

to spell than, "petitions," "mechanics," "prejudice," "concern," "definitions," "separate," "prophet," "zealous," "principal," "cylinder," "masculine," and "beggar."

On this written test given under the conditions as stated, the average made by all the schools of the city was 76 per cent. The two words on which the lowest percentage on the whole list was made were, "prejudice" and "buffaloes." It is to be noted that the difficulty of the test and the rigid marking of the same make the outcome the more satisfactory, inasmuch as the examination of a considerable number of the papers of the children indicated that had all the words been considered in marking the papers, instead of merely the most difficult words, the average result would probably have been between 90 per cent and 100 per cent. Disregarding the peculiarly hard words on which the test was held, the spelling of the papers was uniformly correct.

An interesting point in connection with the examination is this: There were eight sets of words for as many grades. The children of the more advanced quarters of each grade made invariably a higher percentage on the same words than the children in the first and second quarters of the grade. For instance, the pupils finishing the first year made a general average of 73 per cent, while on the same list of words, those in the first half of the second year reached the mark of 86. Rising to the latter part of the second year and the first half of the third, we find again a gain of five per cent in the general average. Similarly in comparing the percentages of the fourth and fifth grades we find an improvement of six per cent, and this rate of advancement in the power of the pupils continues on through the entire course. This peculiar result is most significant and a glance at the table submitted below will show that it is general. There can be but one explanation, namely,



that with the progress of the year's work, a corresponding improvement in the ability to spell becomes evident; the fact is a singularly forcible evidence of the steady improvement in spelling in every year of the course.

Through the kindness of Mrs. William Barr this spelling test was commemorated by the donation of a set of fifty-seven pictures, which were awarded as prizes, and now decorate the walls of many rooms of those schools which made the highest average. Each picture has a small metal plate attached with the words: "For Good Spelling, December 5th, 1900."

RESULTS OF A GENERAL TEST IN SPELLING.

FIRST, SECOND, AND THIRD GRADES.

Words Marked for Spelling.	First Grade, 3d and 4th Quarters.	Second Grade, 1st and 2d Quarters.	Words Marked for Spelling.	Second Grade, 3d and 4th Quarters.	Third Grade, 1st and 2d Quarters.
girl	83	92	many	76	94
said	72	89	pieces	74	69
your	82	93	edge	75	86
house	74	90	rough	64	72
blue	85	91	straight	71	63
one	90	95	once	83	81
some	71	90	October	75	80
bread	62	83	dozen	81	86
wagon	55	72	which	61	68
does	58	67	gallon	68	80
Average	73	86	Average	73	78
Number of Pupils Spelling...	3338	5828	Number of Pupils Spelling...	4254	4790

THIRD, FOURTH, AND FIFTH GRADES.

Words Marked for Spelling.	Third Grade, 3d and 4th Quarters.	Fourth Grade, 1st and 2d Quarters.	Words Marked for Spelling.	Fourth Grade, 3d and 4th Quarters.	Fifth Grade, 1st and 2d Quarters.
needle	80	79	believed	57	64
cotton	86	87	buffaloes	49	47
patient	71	74	freight	69	71
guessed	65	78	pause	83	87
burden	71	76	seize	74	64
ocean	88	89	threw	58	81
music	81	81	sphere	81	84
women	68	72	pitcher	65	69
tongue	68	74	loose	81	79
cruel	75	79	bathe	86	84
Average	75	79	Average	70	71
Number of Pupils Spelling...	4117	5054	Number of Pupils Spelling...	3558	3838

FIFTH, SIXTH AND SEVENTH GRADES.

Words Marked for Spelling.	Fifth Grade, 3d and 4th Quarters.	Sixth Grade, 1st and 2d Quarters.	Words Marked for Spelling.	Sixth Grade, 3d and 4th Quarters.	Seventh Grade, 1st and 2d Quarters.
Wednesday	71	64	beggar	86	65
chimneys	84	84	prophet	56	55
flannel	81	83	separate	60	63
metal	85	82	zealous	60	81
buttons	92	71	principal	62	71
noticing	71	59	compliment	59	75
deceitful	61	70	masculine	56	73
medicine	77	46	cylinder	78	89
until	58	73	camphor	81	85
sugar	98	70	mustard	93	98
Average	78	84	Average	69	75
Number of Pupils Spelling...	2287	2042	Number of Pupils Spelling...	1162	1259



SEVENTH AND EIGHTH GRADES.

Words Marked For Spelling.	Seventh Grade, 3d and 4th Quarters.	Eighth Grade, 1st and 2d Quarters.	Words Marked for Spelling.	Eighth Grade, 3d and 4th Quarters.	Grand Total.
petitions	87	90	architecture	78	
prejudice	32	42	quadrilateral	58	
library	84	90	similar	84	
concern	85	88	descendant	63	
diligence	68	74	civilized	93	
ability	89	91	privilege	61	
definitions	76	79	sincerity	76	
mechanics	82	78	business	77	
scenery	84	84	profitable	89	
gladdened	66	60	avaricious	48	
Average	75	78	Average	73	76
Number of Pupils Spelling	829	800	Number of Pupils Spelling	694	43559

METHODS OF TEACHING SPELLING.

The English language ranks as the most important study in the common school curriculum, for both practical and educational reasons. When a child enters the kindergarten, his study of language begins. Through the songs, which he learns by rote, and whose meaning and expression are interpreted to him through the gestures and movements that accompany the song, he enlarges his vocabulary and range of ideas beyond the limit within which his home circle and his environments instructed him in the past. In the district schools language is the center of instruction. Primary instruction begins with reading, spelling, and writing the English language and the study of reading and grammar stands prominently in the foreground of every grade through which he passes. When he enters the High School, no matter which of the optional courses of study he selects, whether the business course, or the scientific,

or the classical course, the study of English forms an obligatory part of each; he becomes acquainted with the masterpieces of English literature and their history; he studies the art of writing English, and learns how to select the proper expression, word and phrase. Besides the lessons, especially designed to teach the use of English, every other lesson, no matter what its nature, whether it is geography, or history, or arithmetic, is a study of English as well, because the information in every branch of instruction is conveyed through the medium of the English tongue. Language is a subject of instruction by itself, and the medium for all other subjects.

In the primary grades the lessons in reading are combined and co-ordinated with lessons in writing and composition. It is one of the maxims of modern teaching that the child is taught to write his thoughts at an earlier age than used to be the case. The school of thirty years ago introduced writing at a time later than that of the primary grade and taught it in an imitative and mechanical way in the shape of penmanship. Writing did not become a means of self-expression for the child until at a late stage of school life. Modern methods of instruction prefer to lead the child from the very beginning to express his simple thoughts and experiences in written language. Primary pupils are led and encouraged "to tell stories with the pencil." Any little incident of every-day life may be made the subject of a composition and such simple compositions are written by children that have been in school for but six or ten weeks. There is gain, for the purposes of life, in this practice. Many pupils discontinue school after a year's attendance, others after a few years, and they should carry with them not only the elementary knowledge of reading, but also the ability, no matter how limited, to write their thoughts. They learn, during the first half year of school, in what way to write a



simple letter, with due regard to place, date, address, and signature; they learn how to address an envelope and where to put the postage stamp. An educational reason for the early introduction of composition writing is that the child learns more by doing than by passive listening. To stimulate the self-activity of the child at the very beginning in language work, as in all other school studies, is an aim which education must never lose sight of. Moreover, the writing of simple composition is a kind of activity which the child enjoys, although his power of expression is, as yet, very limited. On the one hand, he does not command the means of expression for he has not learned to write more than a very small number of words. On the other hand, the condition of all composition writing on the part of children is that it should treat of subjects which they know and can talk about readily. In the primary grades, therefore, where the ideas of children are limited in number and very simple in kind, the subjects of composition can be neither numerous nor lofty. They are limited to the daily experiences of the child, to his likes and dislikes, the things with which he is thoroughly familiar, and in which he is interested. Besides the difficulty in regard to finding appropriate matter for simple compositions, there is the still greater difficulty of teaching the child the form of the words on which correctness of writing depends. In reading it is necessary that he should master the printed form and associate it quickly and with certainty with the spoken word. In writing, however, he must be able to find the correct written form for the idea, or the word to which he desires to give expression. In order to write a word he must know how to spell it. Here the peculiar difficulty of the English language makes itself felt. It is not a phonetic tongue in which the same sound is always represented by the same spelling. In almost every other tongue

the child learns to write easily what he can speak, because the phonetic character of the great majority of languages enables any one who can speak a word correctly to write it without mistake. In English the spoken word may suggest, but does not determine the spelling. There is no regularity or law about the letters in which the spoken word is written. The same sound may be expressed in spellings of the most various kinds.

These considerations lead to the inference that in order to learn to spell correctly a word in the English language the knowledge of its pronunciation is not sufficient. Analogy helps, but is not an adequate guide. The chief work in teaching spelling must be done through drill. The inspection of a word form, frequent mental or spoken repetition of its component letters, practice in the writing of it, are necessary. All this tends to show that spelling is an art which is difficult for the English-speaking child. There are nevertheless some alleviating features in this problem, which should not be lost sight of. The English language has a characteristic which no other tongue possesses; its abundance of very short or monosyllabic words whose brevity facilitates the spelling. Moreover, while English spelling is irregular, it would be a great mistake to assume that for this reason the spelling of every word requires specific and distinct instruction and drill. There are large classes of words such as, *bat*, *rat*, *cat*, etc., or *end*, *mend*, *send*, and the like, whose spelling is consistent, and is determined by phonetic analogy. To fix the spelling of such words in the child's mind requires but little drill; their frequent occurrence in the reading lesson, and the close relation between the letters forming the word and its pronunciation together with the practice in reading and writing, which every recitation involves is, as a rule, sufficient to fix their forms in the mind without special effort on the part of the teacher.



There is also another class of words, whose spelling cannot be inferred from their pronunciation. The same sound for instance that is represented by the letters "uff" in such words as *muff*, *cuff*, *stuff*, etc., is spelled "ough" in words like "*tough*," and "*enough*." The spelling of this class of words cannot be acquired except by drill and practice. The presence of a large number of word-forms of this class in English is in itself an argument in favor of the practice which prevails in the schools of St. Louis, and in the great majority of schools everywhere, to devote special time and special lessons to instruction in spelling. Some progressive cities have in the last ten years practiced a departure from the old plan of having spelling occupy the place of a regular recitation and receive a definite share of the day's work. They have considered spelling an incident to language that should have no existence apart from the lessons in literature or reading. While it is, no doubt, true that spelling is an incident to language, it is equally true that it is a primary condition for the correct use of even the elements of written language, and that its acquisition necessitates much more abundant practice than that which is needed to establish in the child's mind the meaning of a word or phrase. It is one of those subjects of instruction which require special attention and more abundant drill than other parts of the language arts, and should, therefore, not only be taught incidentally, but should receive special time and attention. Where spelling is taught "incidentally" only, the advantage of the special spelling in handling groups of words together, and using the analogies of their spelling to fix them in the memory, is lost.

While in the examples quoted above the child does not know from the pronunciation of the word whether the sound which he hears should be expressed by the letters "uff" as in *cuff*, or by "ough" as in tough, there is nevertheless, this irregularity notwithstanding, a whole

class of words which follows one or the other of the two analogies. While "gh" does stand occasionally for the sound of "f" as in "laugh" it is silent in words like might, height, light, etc.; this irregularity may be simplified by the grouping of words and by special lessons in their spelling. Such words should be taught together and in juxtaposition, and not merely incidentally as they happen to occur in the reading lessons or the text-books. There are great irregularities in English spelling, but many of these irregularities may be grouped together and they are better taught systematically than incidentally. By grouping these difficulties in systematic spelling lessons, instruction is at once simplified and made more efficient. The wholly irregular words, and words whose spelling depends on their meaning (such as *cellar*, and *seller*, — *blew* and *blue*, — *to*, *too*, *two*, — *great*, and *grate*, — etc.), require constant and special drill and abundant practice. The meaning of the word, not only in cases like the ones just mentioned, but in all cases, is a necessary part of every spelling lesson. The secondary aim of the spelling lesson which is of the highest educational value, is to enlarge the child's vocabulary. Hence the spelling of the word must be taught together with its meaning as well as its use. This constant practice lifts the spelling above the level of mechanical drill. As a matter of course, every teacher will take for granted that the child knows the meaning of the majority of words of every-day occurrence in the child's life, and the attempt to make children define words like "dog," "cat," "which," "and," would be nonsensical. But there are words in every lesson whose meaning must be made clear to the child, not so much through a definition (which in many cases does not explain, but substitutes one difficulty for another) but through the use of a word in some significant sentence.



ORAL AND WRITTEN SPELLING.

Fifty years ago spelling was taught orally and by the repetition of the names of the letters forming the word: In the modern school more stress is laid on written spelling. The reason for this is obvious. Spelling is connected with written language and a condition for all correct writing, but correct speaking is not dependent on a knowledge of spelling. Spelling is learned for the purpose of correct writing. With the well-trained adult correct spelling has become a mechanical habit, an automatic process by which the proper letters of a word flow from his pen while he is writing a letter or making an entry in a book; it does not require any attention or thought on his part. His possession of this automatic skill makes it possible for him to give his undivided attention to the thought he wishes to record, and to the choice of words in which to express it. Spelling no longer requires his attention because, through long years of training, it has become an automatic process.

If the aim in instruction in spelling is to achieve such automatic skill, and to train the muscles of hand and arm in the complexity of movement involved in writing, it is clear that training in spelling must from the very beginning seek to energize the same muscles and nerve apparatus that are involved in the perfect practice. If spelling were taught for the purpose of speaking, instruction in oral spelling should predominate; since it is taught for purpose of writing, instruction should largely take the form of written spelling. The correctness of this view is reinforced by the well-known fact that when instruction in spelling is exclusively oral and co-ordinates the idea of the word with the muscular movements of the vocal cord and other muscles active in speech, it is not infrequently observed that some children do very well in oral spelling

lessons, but spell very poorly when writing letters and compositions. It is evident that in order to secure the habitual and automatic correctness of spelling in all written words, instruction must be carried on by giving practice to the hand rather than through the exercise of the vocal organs, which are called into activity where the drill in spelling is oral and consists of the names of the letters.

While written spelling should predominate, oral spelling should not be excluded. Oral spelling ranks second to written spelling in effectiveness, but it fills, nevertheless, an important place and is of practical use. It reinforces written spelling by impressing the printed word-form on the mind. It is an easy way of controlling and testing in a preliminary way the pupil's study of the spelling of new words. Besides the practical convenience which oral spelling offers, it is important for its mediate results. While the child is studying a list of words for oral spelling, the eye is obliged to dwell on the printed word-form again and again and to gain that intellectual knowledge which is necessary as the first step in the formation of the habit of correctness in writing. Written spelling lessons should be conducted more frequently through the writing of sentences in which the words of the lesson are contained, than through the writing of lists of words on dictation, since the use of the words as well as their spelling is to be taught.

Some stress should be laid on one of the inferences of the preceding discussion. Spelling must be so taught that the correct writing of a word does not require the pause of reflection which may be necessary when the mind attempts to recall some fact of geography or history. Instruction must make spelling a habit which proceeds automatically without requiring reflection. In other words, the pupil should be taught spelling so thoroughly that he may express his thoughts in writing correctly without being conscious of any mental process by which the letters are se-

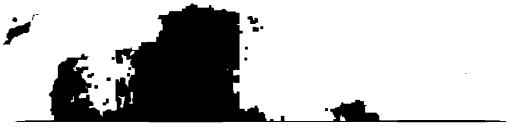
lected that flow from the pen. Knowledge that is possessed in the shape of a habit which controls the muscles of the hands, without being a burden on attention, and which allows the whole mind to give itself to the idea, and the flow of thought to which it is to give expression, can be acquired solely by very abundant practice. Through practice alone nerve channels are established which guide the motion of the hand at the dictation of the nerve centers, and which allow the mind, unburdened by any conscious attention to the spelling of words, to follow its train of thought. There must be such copious and constant practice in spelling as to lead the child from the primary stage in which the letters composing a word are a matter of slow and uncertain recollection to the point where correct writing proceeds without conscious effort.

Lessons in spelling form part of the regular curriculum in every grade of our district schools. Instruction in this study begins when the child has been in school ten weeks, and continues through eight years until he leaves the district school. Whenever a new word occurs in his reading lesson that offers any difficulty in regard to spelling, it is made the subject of special instruction and drill. Both written and oral spelling are taught, although the former predominates for reasons explained before.

The range of words found in the reading book is of a literary character, since the selections are taken largely from the classic authors. Spelling is taught also in connection with other studies, which have a vocabulary of their own. The terms in geography, the names in history, are made the subject of lessons in spelling. There is, however, another range of words, namely, those taken from the objects and activities of common life, from home, street, work-shop, kitchen, counting-room, and school, which are not very prominent in the readers or other textbooks. For this reason the Board of Education four years

ago put into the hands of the children a special spelling book, the "Word List," in which the words of the daily environment of the children receive consideration and in which irregular words are taken up and grouped according to their difficulty in spelling or pronunciation. As a matter of course, teachers make the greatest effort to relieve spelling as much as possible from the monotony of the merely mechanical drill. The meaning of a word, the appropriateness of its application in phrase and sentence, the beauty or characteristics of its form, are never ignored; the use of the word is illustrated and taught in spoken and written exercises. Much drill on the form and abundant practice in the use of words are necessary in order to fix their spelling, meaning and use in the memory.

F. LOUIS SOLDAN,
Superintendent of Instruction.





EDWARD WYMAN SCHOOL, THERESA AND EADS AVENUES.

ANNUAL REPORT

OF THE

COMMISSIONER OF SCHOOL BUILDINGS.

St. Louis, December 13th, 1901.

Gentlemen: I herewith submit a report of the work of the Building Department for the fiscal year, June 30th, 1900, to June 30th, 1901.

NEW SCHOOL BUILDINGS AND ADDITIONS.

The buildings under construction at the date of my last report (December 13th, 1900) and completed August 31st, 1901, are as follows: —

Name of School.	No. of Rooms.		Amount of Contract.	Cost.
Dozier Addition.....	9	General.....	$35,730 08	
September 12th, 1899.		Plumbing	2,070 00	
		Heating	10,129 00	
		Blackboards..	722 28	$48,651 36
Harrison Addition.....	8	General	28,900 60	
September 12th, 1899.		Plumbing	2,035 00	
		Heating	4,508 00	
		Blackboards..	725 98	36,169 58
Mt. Pleasant Addition.....	8	General	29,340 73	
September 12th, 1899.		Plumbing	1,878 00	
		Heating.....	7,614 00	
		Blackboards..	707 68	39,540 41
Froebel Addition.....	4	General	14,601 74	
February 13th, 1900.		Plumbing	514 00	
		Heating	1,800 00	
		Blackboards..	354 68	17,270 42
Carried forward				$141,631 77

Brought forward				$141,631 77
Name of School.	No. of Rooms.	Amount of Contract.		Cost.
Field School	22	General	105,739 45	
February 13th, 1900.		Plumbing	5,095 24	
		Heating	11,198 00	
		Blackboards	1,342 39	123,375 08
Baden Addition	2	General	6,901 25	
May 8th, 1900.		Plumbing	527 00	
		Heating	1,993 00	
		Blackboards	303 24	9,724 49
Total	53 rooms, costing complete			$274,731 34
Average cost per room				$5,183 19

The buildings under construction at the date of my last report (December 13th, 1900) and completed at this date are as follows:—

Name of School.	No. of Rooms.	Amount of Contract.		Cost.
Marshall	22	General	$91,749 85	
June 12th, 1900.		Plumbing	5,574 00	
		Heating	9,392 00	
		Blackboards	1,160 50	
		Clocks	600 00	
		Electric Work	2,605 00	$111,081 35
Wyman	22	General	106,300 00	
November 13th, 1900.		Plumbing	7,100 00	
		Heating	10,687 00	
		Electric Work	2,665 00	126,752 00
Total	44 costing complete			$237,833 35
Average cost per room				$5,405 30

The buildings designed and placed under construction during the fiscal year and not completed at this date are as follows: —

Name of School.	No. of Rooms.	Amount of Contract.		Cost.
Horace Mann	10	General	$48,777 00	
April 9th, 1901.		Plumbing	3,899 00	
		Heating	6,592 00	
		Blackboards	.....	$59,268 00
Carried forward				$59,268 00

Brought forward				$59,268 00
Name of School.	No. of Rooms.	Amount of Contract.		Cost.
Simmons Addition	5	General	17,500 00	
April 9th, 1901.		Plumbing	178 00	
		Heating	481 00	18,159 00
Total	15 costing complete			$77,427 00
Average cost per room				$5,161 00

ROOMS OPENED.

The number of rooms opened during the fiscal year were as follows: —

Arlington 4 rooms, Baden 2 rooms, Chouteau 1 room, Compton 2 rooms, Cote Brilliante 3 rooms, Dozier 9 rooms, Eads Avenue Training School 6 rooms, Elleardville 5 rooms, Field 22 rooms, Froebel 4 rooms, Garfield 1 room, Harrison 8 rooms, Mt. Pleasant 8 rooms, Oak Hill Branch 4 rooms, Riddick 1 room, Shaw 1 room, Sumner High 1 room, Delaney 1 room.

Making a total of 83 new rooms, including the rented rooms and portable buildings.

SCHOOL BUILDINGS.

At the close of the fiscal year the Board had in use 89 schools, comprising 123 separate buildings and 25 portable buildings.

Seventy-nine new rooms were opened during the year making the total number of rooms in use, less 29 rooms discontinued, 1,414; making the net increase over the last fiscal year of 54 rooms.

Among the more important improvements undertaken during the fiscal year are the following, at a total cost of $53,659.40.

Carondelet School.— New latrine room building, new modern ventilated latrines, granitoid basement floor, plaster basement ceiling, fire-proof basement stairs, new bell system, new fan system of heating and ventilating. $17,770.28.

Carroll School.— New ventilating flues for 12 rooms with pent house on roof. $1,110.00.

Elleardville School.— Removal of 3d story on old building with new roof cover for second story. $610.00.

Franklin School.— Fireproofing halls and put up new iron stairs, new furnace for hall heat. $6,500.

Jefferson School.— New wardrobes, ventilating flues and workroom for kindergarten building, new granitoid floor in basement of old building and under kindergarten building. $3,349.00.

Laclede School.— New latrine room building, new modern ventilated latrines, granitoid basement floor, new boiler. $8,569.00.

Lincoln School.—New latrine room building, new modern ventilated latrines, granitoid basement floor, plaster basement ceiling. $8,749.00.

O'Fallon School.— New latrine room building, new modern ventilated latrines, granitoid basement floor, new boiler. $8,385.12.

Peabody School.— New cast iron chimney, brick vent stack, strengthening floor joints under six east rooms, sheet metal ceilings throughout. $5,977.00.

Penrose School. — New vent for latrine room, new ventilating flues for 12 south rooms with pent house on roof. $580.00.

Pestalozzi School. — New ventilating flues for 12 rooms with pent house on roof. $880.00.

Shields School. — New ventilating flues for 21 rooms with pent house on roof. $1,180.00.

The tabulated statement herewith presented on page No. 136, shows the cost of maintaining school buildings; also the amount expended for various kinds of work for each building during the fiscal year.



TABLE SHOWING THE COST OF MAINTAINING SCHOOL BUILDINGS.

SCHOOLS.	REPAIRS.																	
	General Repairs.	Heating Appar.	Carpenter Work.	Painting and Glazing.	Whitening.	Plastering.	Plumbing.	Tin Work.	Composition Roofing.	Slate Roofing.	Hardware and Locks.	Black-Boards.	Bells.	Electric Work.	Brick Work	Flag Poles.	Granitoid Work.	Window Shades.	Miscel. Repairs.
High	.....	$210 65	$125 38	$199 07	$53 50	.....	$144 05	$18 93	.....	.....	$8 08	.....	.....	$48 25	.....	.....	.....	$148 48	.....
Adams	.....	244 08	9 90	147 13	119 00	.....	33 98	2 85	.....	.....	15	.....	$1 50	.....	.....	$3 50	.....	156 34	.....
Adams (new)	.....	23 05	.....	2 50	.....	.....	5 08	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ames	$582 00	72 40	4 50	65 62	167 50	.....	11 65	19 25	.....	$9 11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arlington	.....	17 92	33 27	9 31	.....	$400 00	63 75	.....	.....	.....	1 35	.....	2 40	.....	.....	.....	.....	32 48	.....
Ashland	307 00	375 98	64 65	52 62	165 50	.....	75 00	42 40	.....	.....	.....	.....	3 50	.....	.....	.....	.....	.....	.....
Baden	.....	.....	1 80	.....	.....	.....	38 45	.....	.....	15 07	.....	.....	.....	.....	.....	.....	.....	36 80	.....
Bates	25 00	43 60	24 87	9 00	83 00	.....	24 55	19 46	$21 90	.....	65	.....	.....	.....	.....	4 00	.....	13 21	.....
Benton	87 00	51 51	57 99	6 63	.....	.....	29 33	12 85	.....	.....	.....	.....	4 95	.....	.....	.....	.....	.....	.....
Blair	149 00	539 76	22 00	120 25	37 50	.....	224 10	.....	.....	.....	50	.....	245 00	.....	.....	.....	.....	18 14	.....
Blow	.....	958 01	16 25	17 99	.....	.....	60 75	8 85	.....	.....	3 50	$9 80	.....	.....	.....	.....	.....	.....	.....
Bryan Hill	297 00	264 77	2 70	71 63	154 50	.....	27 90	15 50	.....	.....	8 50	.....	38 00	.....	.....	.....	.....	95 35	.....
Carondelet	.....	2 10	67 50	55 31	75 00	.....	38 45	17 15	.....	.....	.....	49 15	75	.....	.....	.....	.....	.....	.....
Carr	.....	100 00	3 60	1 13	.....	.....	2 45	24 50	.....	.....	2 40	.....	2 25	.....	.....	6 00	.....	22 01	.....
Carr Lane	198 00	73 19	57 00	23 43	.....	.....	15 85	7 75	.....	.....	4 00	.....	5 55	.....	.....	.....	.....	9 36	$79 45
Carr Lane Br	.....	52 10	30 80	10 50	32 50	.....	10 00	3 50	.....	.....	.....	9 27	.....	.....	.....	.....	.....	.....	.....
Carroll	74 00	29 80	2 70	58 38	.....	.....	18 39	2 65	.....	.....	3 55	37 12	1 20	.....	.....	.....	$97 02	2 52	.....
Charless	44 50	64 15	.....	45 73	68 00	.....	51 55	.....	.....	6 25	1 40	.....	3 75	.....	.....	.....	.....	.....	.....
Chouteau	.....	84 12	10 28	6 25	156 50	.....	8 40	4 95	.....	.....	1 50	.....	3 00	.....	.....	.....	.....	9 26	.....
Clay	1365 00	117 57	49 13	26 37	165 50	.....	29 95	5 15	.....	.....	3 25	14 75	75 00	.....	.....	.....	.....	17 43	1 75
Clifton Hgts	.....	18 37	9 06	1 12	.....	.....	38 30	4 00	183 00	.....	4 90	.....	.....	.....	.....	6 00	.....	.....	5 90
Clinton	1360 00	63 40	40 77	4 75	78 00	.....	10 00	.....	.....	.....	1 25	67	15 50	.....	.....	.....	.....	14 88	.....
Clinton Br	.....	.....	16 83	7 75	62 50	.....	67 98	.....	.....	.....	13 30	.....	.....	.....	.....	.....	.....	.....	15 67
Columbia	86 00	340 20	173 25	14 75	16 50	.....	140 75	1 65	.....	.....	2 05	.....	.....	.....	.....	.....	.....	2 92	.....
Compton	.....	8 40	26 24	3 50	25 50	.....	21 35	2 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 24	2 50
Cote Brilliante	.....	42 33	26 62	10 50	.....	.....	52 40	12 12	.....	.....	1 20	.....	.....	.....	.....	5 00	.....	28 34	1 75
Crow	30 00	22 55	9 90	31 86	58 00	.....	58 68	6 50	.....	.....	95	3 20	.....	.....	.....	.....	.....	14 40	.....
Crow Br	55 00	1 25	1 35	24 50	30 00	.....	8 45	.....	.....	.....	25	15 00	.....	.....	.....	.....	.....	10 81	.....
Des Peres	79 47	120 85	11 83	8 75	69 50	162 00	57 33	.....	.....	.....	.....	6 13	.....	.....	.....	.....	.....	.....	.....
Divoll	128 00	129 38	52 27	11 75	14 05	7 56	.....	.....	.....	9 50	4 32	62 66	175 00	.....	.....	4 50	.....	40 56	4 60
Dodier	.....	9 00	27 00	7 50	60 00	.....	24 80	3 00	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....
Douglas	1071 28	13 51	37 25	3 00	.....	.....	112 15	.....	.....	.....	7 45	30 14	.....	.....	.....	.....	53 75	95 76	.....

Dozier		118 00	15 20	16 60		17 00	17 90		2 65		75							174 31	8 50
Eliot		256 54	14 23	37 81			20 60				5 87							23 10	
Elleardville		16 64	362 46	26 93	112 00		32 85	69 70	157 65		4 35		5 85			4 00		8 12	133 00
Field		19 01	35 92	127 37			3 00				9 50						299 76		
Franklin		80 80	12 00	5 00	137 50		8 48	4 50		55 68						4 50	17 00		
Fremont	23 50	209 16	3 61	24 50			20 83	5 35			1 20					3 00			
Froebel		1 36	26 25	11 95			47 95											129 86	
Gardenville	75 90	1 70	32 84	94 50	18 50			1 00			11 40								
Garfield		593 20	285 50	14 63	144 00		118 15	32 80			25	34 39			1 50	4 50		12 53	12 00
Garfield Add																			
Grant	197 00	34 18	2 25	11 38	5 50		41 33				2 10					2 50			
Gratiot		40 00	7 64	15 75		42 15				8 30	6 44								
Gravois	180 00	63 35	5 85	5 75	18 00		81 90	8 32	14 50		65				10 90				
Hamilton	741 90	226 35	7 20	77 88	95 50	3 25	12 50	91 26				35 02			4 00		118 18	23 64	
Harrison		3 50	9 45	7 87			51 67	8 00			1 35							122 28	
Hodgen	376 00	128 49	9 65	7 63	134 50		70 53	3 00	14 63	34 75	6 80	64 97						95 91	
Humboldt	192 47		93 74	9 13	142 50		129 80	3 50	5 50		7 85		5 00						
Irving	148 97		23 25	42 06			72 77	14 95			15		18 50					40 96	
Irving Add							10 00												
Jackson		59 73	23 07	31 90			60 02				3 65								
Jefferson	490 44	646 25	15 30	22 02	34 00		79 65	30 57			25	2 36						50 77	110 40
Jefferson, Old				2 50			15 55	16 20			75								
Laclede	75 00	72 69	9 72	8 87	68 00		18 00				1 45		2 00					18 50	
Lafayette		19 20	3 15	6 38	101 50		7 75						3 00		1 75				
Lafayette Br			2 50				5 00												
Lincoln	257 60	7 75	27 80	65 75	56 00		62 75	38 47			45		6 00			5 00		1 45	
Lincoln Br	100 00	81 81		57 00	5 50		17 75	27 95							8 50				
Longfellow		65	19 80	10 40			10 00				1 20							11 60	
Lowell		19 00	5 40	6 25	133 50		39 78		6 40				2 50					115 57	
Lyon	335 00	66 60	4 95	14 38	96 00		37 75	126 24	17 50	30 04	2 45		7 25		3 50			80 23	8 10
Madison	510 00	143 35	29 45	10 18	63 00		9 02	2 75		17 23	80		7 50			3 50		37 57	3 95
Madison, New	198 75	142 25	2 00	3 75	51 00		11 30	25 58	59 45			42 55	2 50		6 00			16 80	
Mann																			
Marquette		52 17	47 25	212 65			661 38	5 09			15 86					5 00	26 88	228 35	3 40
Marshall																			1 25
Meramec		78 00	15 30	14 75			61 30	166 95										5 98	
Monroe		78 13	35 94	12 23			24 48	7 56			7 22							2 20	
Mt. Pleasant		20 00	132 25	9 50			74 82	19 00			1 25							124 55	34 00
Mullanphy															22 00				
Oak Hill		28 80	69 89	9 63	18 00		13 90	2 50			40		50					37 52	
Oak Hill Br		3 90	40 98						6 00		1 76							3 98	
O'Fallon	2445 00	213 50	34 20	88 50	86 50		103 80	10 75				31 34	215 00		16 90			84 00	
Peabody	809 80	185 83	14 25	116 99	111 50		13 80	12 15					5 55					16 67	1 15
Penrose	439 00	126 65	22 05	24 13	102 00		21 37	13 00		20 72	3 75	39 12						18 50	10 50
Pestalozzi	720 00	85 53	14 45	11 96	79 50		96 17	27 38					6 00						

TABLE SHOWING THE COST OF MAINTAINING SCHOOL BUILDINGS. — *Continued.*

SCHOOLS.	REPAIRS.																		
	General Repairs.	Heating Appar.	Carpenter Work.	Painting and Glazing.	Whitening.	Plastering.	Plumbing.	Tin Work.	Composition Roofing.	Slate Roofing.	Hardware and Locks.	Black Boards.	Bells.	Electric Work.	Brick Work	Flag Poles.	Granitoid Work.	Window Shades.	Miscel. Repairs.
Pope	$367 90	$94 60	$185 00	$84 55	$5 50	.....	$26 65	.....	.....	.....	$3 83	.....	$2 00	....	.....	.....	.....	$18 90	$6 50
Riddick	.....	73 56	32 60	35 34	.....	.....	16 00	$16 06	.....	.....	75	.....	1 00	....	.....	.....	.....	8 12	4 19
Rock Spring	.....	175 00	8 78	30 87	.....	$21 50	2 00	9 00	.....	.....	.....	.....	3 50	....	.....	.....	.....	.....	.....
Roe	177 00	.....	21 18	12 90	64 00	.....	28 70	3 00	.....	.....	.....	.....	3 75	....	.....	$3 50	.....	21 50	3 05
Shaw	.....	56 50	33 87	10 00	.....	.....	26 10	11 00	.....	.....	.....	.....	40	....	.....	.....	.....	68 17	.....
Shepard	.....	105 30	24 34	18 00	74 75	.....	32 25	17 75	.....	.....	.....	$18 30	.....	....	.....	.....	.....	6 30	8 75
Shepard, New	.....	25 00	90 00	5 25	81 00	.....	74 90	70 00	.....	.....	1 10	33 18	.....	....	.....	.....	.....	45 52	12 23
Sherman	.....	80 00	43 62	10 62	.....	.....	70 85	.....	.....	.....	3 10	.....	.....	....	.....	.....	.....	.....	.....
Shields	139 30	93 50	10 04	22 48	173 50	.....	141 84	.....	.....	.....	40	.....	.....	....	.....	.....	.....	26 22	.....
Stoddard	7 50	42 60	28 38	28 44	16 50	.....	61 75	.....	.....	.....	5 48	12 33	.....	....	$6 00	.....	.....	48 75	22 68
Stoddard Br	115 00	27 00	2 25	3 00	53 00	.....	.....	.....	$41 13	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
Walnut Pk	.....	10 50	4 50	4 88	18 00	.....	36 00	.....	.....	.....	.....	.....	.....	....	.....	4 00	.....	3 09	.....
Washington	.....	22 14	27 45	6 63	.....	.....	87 25	3 40	.....	.....	.....	.....	.....	....	.....	.....	$19 50	5 52	.....
Webster	448 40	417 20	2 25	24 50	1 50	.....	32 15	7 23	.....	$7 86	1 70	4 67	.....	....	.....	11 00	.....	39 69	.....
Webster, New	.....	211 33	.....	3 50	86 50	.....	3 50	10 30	.....	.....	15	15 13	.....	....	.....	.....	.....	19 62	.....
Wyman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
Sumner High	13 00	44 38	11 10	24 72	.....	.....	54 10	.....	.....	.....	90	.....	.....	....	.....	.....	.....	120 80	7 35
Aldridge	14 00	44 00	46 29	116 87	20 25	....	23 50	.....	.....	.....	.....	.....	.....	....	.....	3 50	.....	.....	.....
Attucks	297 00	128 30	3 60	11 38	42 00	.....	5 10	16 40	.....	.....	.....	.....	.....	....	.....	.....	.....	4 03	.....
Banneker	215 00	75	5 40	5 56	50 00	.....	10 00	2 25	21 87	.....	2 20	.....	.....	....	.....	.....	.....	2 90	.....
Belt Ave	.....	.....	7 20	.....	10 00	.....	.....	.....	.....	.....	10	.....	.....	....	.....	.....	.....	.....	.....
Delaney	.....	98 30	18 52	7 88	.....	26 50	3 75	7 30	.....	.....	20	.....	1 05	....	.....	.....	.....	32 43	10 65
Dessalines	25 00	111 35	8 66	19 88	59 50	.....	27 95	22 46	.....	.....	.....	.....	4 15	....	.....	.....	.....	12 19	.....
Dumas	415 20	102 70	1 35	140 31	.....	.....	35 60	27 25	.....	.....	5 78	.....	12 00	....	.....	.....	.....	24 15	.....
Garnett	97 00	9 60	23 78	7 13	.....	.....	31 12	.....	.....	.....	45	.....	.....	....	.....	.....	.....	.....	.....
L'Ouverture	755 60	323 14	60 93	9 75	106 00	.....	84 63	71 00	.....	.....	65	.....	6 35	....	.....	.....	.....	33 51	50
Simmons	.....	156 00	.....	10 80	.....	.....	3 33	.....	.....	.....	10	.....	3 25	....	.....	.....	.....	.....	.....
Vashon	.....	37 59	6 75	5 62	.....	.....	20 50	.....	.....	.....	.....	.....	70	....	.....	.....	.....	6 40	.....
Wheatley	80 00	16 75	30 95	11 00	.....	.....	51 60	.....	.....	.....	.....	10 30	.....	....	.....	.....	.....	68 25	.....

																Ele-vat'rs			
Bd. Building		69 19	123 31	104 24		82 55	176 40	31 85	18 00		105 95			252 15		506 10		56 45	38 95
Gen'l Repairs		1336 48	913 83	672 87			6 25	34 50			52 90			350 79					8 60
" Expense																			
" Furniture																			
" Supt'dence																			
Warehouse																			
Portables																			
Eads Ave	441 00	232 32	18 59	31 31			31 77					2 40				Including Flag poles		38 71	
Fuel Inspt																			
Planting Trees																			
Water License																			
	16,798 17	12,163 60	4,328 01	3,815 32	4,401 05	712 51	4,846 96	1,370 30	570 18	214 51	360 64	583 45	902 65	651 19	81 05	589 10	632 09	2,971 41	561 22

TABLE SHOWING THE COST OF MAINTAINING SCHOOL BUILDINGS. — *Continued.*

SCHOOLS.	FURNITURE.		EXPENSE.			MISCELLANEOUS.					
	School Desks.	Miscel. Furniture.	Hauling.	Ashes.	Miscel. Expense.	Buildings.	Reconst.	Slate Black-Boards.	Gas and Electric Light.	Miscel.	Yearly Total.
High		$200 00		$79 96	$197 49	$2,500 00	$2,914 90		$721 76		$7,570 50
Adams				21 80	5 00	18,528 65	95 00		1 20	$24 10	19,394 18
Adams (new)				11 52	5 00					42 60	89 65
Ames	$958 95		$43 00	25 37	5 00				47 50	80 00	2,091 85
Arlington			12 00	18 25	439 90	56,307 33			126 57		57,464 53
Ashland					7 80		68 60	$775 91		55 80	1,994 76
Baden	1,109 20		55 40		5 00	9,421 25		303 24			10,986 21
Bates				22 25	28 10		46 05		49 50	8 10	423 24
Benton					5 00					135 90	391 16
Blair				30 79	5 00		129 85		39 20		1,556 09
Blow					5 00				10 20		1,089 85
Bryan Hill				8 50	5 40		22 80	322 66			1,389 21
Carondelet				28 40	50 00		43 35		41 00	59 45	527 61
Carr				14 00	5 00		31 00		19 10		233 44
Carr Lane				19 85	5 00		6,129 09		98 60	80 00	6,806 12
Carr Lane Br				5 59			8 00		90		163 16
Carroll				19 94	5 00		314 25		106 20		772 72
Charless				48 63	115 30		22 32		95 90		567 48
Chouteau				27 64	147 00				26 20		485 10
Clay				18 03	5 40		4,702 99		47 10		6,644 37
Clifton Hgts					14 55						285 20
Clinton				16 27	3 00				13 60		1,622 04
Clinton Br				14 00	5 00				30 40		233 43
Columbia				32 36	79 40	8,777 50			45 66		9,712 99
Compton			1 75		214 25		16 00				331 73
Cote Brilliante	389 40		11 50	6 12	404 05					47 88	1,039 21
Crow				25 91	5 00		101 00		25 30	5 95	399 20
Crow Br				9 61	5 00		148 00				309 22
Des Peres				3 50	5 00				10 00		534 36
Divoll				15 74	37 30		14,658 37	284 24	97 70		16,037 50
Dodier				3 50							135 80
Douglas			57 50	18 37	27 05		11,072 00	204 51	55 90		12,859 62

Dozier			101 75	42 35	15 50	47,936 20		722 28	72 60	285 90	49,547 49
Elliot				50 41	51 60		41 90				502 06
Elleardville			20 50	17 85	206 78		12 32				1,191 06
Field			10 00	24 62	49 00	122,032 69	127 48	1,342 39	21 20	775 30	124,877 24
Franklin				21 17	18 20		46 00		133 95	56 00	600 78
Fremont				36 40	5 00	376 00			9 10	4 00	721 65
Froebel	743 80		29 25		17 00	16,915 74		354 68	5 10	189 40	18,472 34
Gardenville					18 00						253 84
Garfield			2 25	8 92	181 25		4,969 00	328 61	19 10	12 00	6,770 88
Garfield Add											
nt			14 87		5 00		255 00		7 20	8 50	586 81
tiot					16 85						137 13
ois				4 37						2 00	396 59
lton				27 30	9 75		45 50		16 90		1,536 18
on	1,851 80		44 50	2 50	9 65	35,563 60		725 98		225 00	38,627 15
n			5 50	57 21	67 20		1,049 45		16 12	80 00	2,282 34
oldt			9 00		5 00		2,456 25	99 80	7 60	80 00	3,247 19	
				37 60	77 50		1,809 20		112 70		2,398 61
Add											10 00
m				48 90	7 20				58 20	505 00	792 67
on				24 15	14 00		1,655 00	45 62	281 90	940 00	4,442 68
on, Old				12 95	5 00		19 00				62 95
				30 97	25 00		894 70		51 80		1,276 70
tte				23 09			11 55		9 70		187 07
tte Br											7 50
			7 25	24 32	36 35		236 00		35 40	85 25	954 87
n Br				19 43	5 00		59 00			1 20	332 64
llow					5 00		158 00			55 66	272 31
					5 80		23 70		9 39		367 29
				22 75	9 25		49 45		31 20	11 00	1,003 64
on				17 48	20 00		4,928 25		49 00		5,852 93
son, New				11 37	5 00		464 55		6 40		1,049 25
n										100 00	100 00
rquette				45 24	110 00	16,518 26	340 00		51 20		18,322 73
arshall					14 00	1,382 85		1,160 50		1,150 00	3,708 60
Meramec				23 27					1 90	8 00	375 45
Monroe				43 91	46 90				28 50		287 07
Mt. Pleasant	2,065 90		21 50		32 00	38,821 73	84 00	707 68	25 00	272 80	42,445 98
Mullanphy											22 00
Oak Hill	786 00		3 00		4 10					48 49	1,022 73
Oak Hill Br			35 00		493 85						585 47
O'Fallon			47 75	11 48	83 65	304 00	3,305 17	263 24	9 20		7,353 98
Peabody				32 87	5 00		191 75		4 00		1,521 31
Penrose			12 00	34 12	12 00		40 47		19 70	4 75	963 83
Pestalozzi				13 76	5 00		4,605 90			30 50	5,696 15

TABLE SHOWING THE COST OF MAINTAINING SCHOOL BUILDINGS. — *Continued.*

SCHOOLS.	FURNITURE.		EXPENSE.			MISCELLANEOUS.					
	School Desks.	Miscel. Furniture.	Hauling.	Ashes.	Miscel. Expense.	Buildings.	Reconst.	Slate Black-Boards.	Gas and Electric Light.	Miscel.	Yearly Total.
Pope			$9 00	$23 65	$31 75		$138 87		$34 50		$1,033 20
Riddick	$194 70		1 50	30 05	129 20				21 80		2,880 46
Rock Spring				21 06	5 00						276 71
Roe					5 00		21 15			$12 80	877 53
Shaw					190 50				7 80	58 38	462 22
Shepard					6 50				4 40	949 00	1,238 64
Shepard, New				14 87					8 72	1 50	463 27
Sherman				35 75	7 20		13 95		31 00		296 09
Shields			3 00	24 15	5 00				66 00		704 43
Stoddard	685 30			16 27	5 00		2,519 00		45 32	940 00	4,486 30
Stoddard Br.				15 74	5 00		2,923 00		10 42		3,195 54
Walnut Pk										8 58	89 55
Washington			12 75		39 20		50 00		27 40		251 24
Webster				27 04	7 00		30 30		64 00		1,126 49
Webster, New				22 92			31 40				404 35
Wyman										650 00	650 00
Sumner High		$253 00	19 75	18 05	136 20			$545 34	63 68	3,481 96	12,779 25
Aldridge											268 41
Attucks				14 00			25 50			15 00	562 31
Banneker				25 90	5 00		146 40				498 23
Belt Ave											17 30
Delaney	183 05		8 50		130 70				5 80		584 63
Dessalines				14 52	5 00					32 10	342 76
Dumas				18 38	10 70		39 65			107 75	940 82
Garnett											169 08
L'Ouverture				27 00	35 20		1,073 20		167 70		2,755 16
Simmons				17 25	7 20				5 10		208 03
Vashon					20 50						98 06
Wheatley				59 31	5 00		1,400 00				1,733 16

						Per. Fund.					
Bd. Building		102 80		7 00	217 50	2,099 79			6,626 24		10,530 72
Gen'l Repairs											3,376 22
" Expense					2,840 40						2,840 40
" Furniture		857 84									957 84
" Supt'dence										2,842 24	2,842 24
Warehouse								142 75			142 75
Portables										14,285 89	14,285 89
Eads Ave			20 50	4 37	11 22				16 84		912 53
Fuel Inspt										153 15	153 15
Planting Trees										1,148 43	1,148 43
Water License										10,238 50	10,238 50
	8,968 10	1,413 64	620 32	1,925 77	7,448 67	393,932 55	75,823 14	8,333 43	10,201 02	44,501 93	603,722 02

RECAPITULATION.

REPAIRS.

General repairs	$16,798 17	
Heating repairs	12,163 60	
Carpenter repairs	4,328 01	
Painting and glazing repairs	3,815 32	
Whitening repairs	4,401 05	
Plaster repairs	712 51	
Plumbing repairs	4,846 96	
Tin work repairs	1,370 30	
Composition roofing	570 18	
Slate roofing	214 51	
Hardware and locks	360 64	
Artificial blackboards	583 45	
Electric bells	902 65	
Electric work	651 19	
Brick work	81 05	
Elevators Board Building	506 10	
Flag poles repairs	83 00	
Granitoid repairs	632 09	
Miscellaneous repairs	561 22	
Total		$53,582 00

EXPENSE.

Window shades	$2,971 41	
Hauling	620 32	
Hauling ashes	1,925 77	
Moving portables, boiler inspector, car fare, etc	7,448 67	
		$12,966 17
Furniture		$10,381 74

MISCELLANEOUS.

Building account	$385,832 80	
Reconstruction	75,823 14	
Water license	10,228 50	
Portable buildings	14,285 89	
Light, heat and power	10,201 02	
Permanent Insurance Fund	11,325 33	
Blackboard account	8,333 43	

Superintendence of buildings	$5,642 24	
Permanent Fund	2,099 79	
Planting trees	1,271 73	
Gas fixtures	828 25	
Flag poles	400 00	
Vault cleaning	866 84	
Fuel inspection	153 15	
		$526,792 11
		$603,722 62



ANNUAL REPORT

OF THE

SECRETARY AND TREASURER.

To the Board of Education of the City of St. Louis.

Gentlemen: Acting in accordance with Section 13 of the Charter, and the provisions of Section IX, of Rule 3, the undersigned Secretary and Treasurer respectfully submits the following report of the Board's financial affairs for and during the fiscal year ending June 30th, 1901:—

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING JUNE 30, 1901.

The receipts and expenditures for the year are shown in detail by the following statement:—

RECEIPTS.		EXPENDITURES.	
GENERAL FUND.			
From City Collector—taxes, 1900	$1,277,277 56	For Contingent Fund—Finance Department (e)	$300 00
From City Collector—taxes, 1899, and prior	167,797 54	For Contingent Fund—Dept. of Buildings (f)	300 00
From City Collector—merchants' tax	157,893 13	For Contingent Fund—Dept. of Instruction	327 00
From City Collector—surplus commissions on collection of taxes	826 16	For domestic science and manual training	4,892 47
From railroad taxes	92,407 75	For examining books	250 00
From Rents collected (a)	71,779 81	For expense	18,138 46
From State School fund	160,558 65	For fuel	24,959 24
From text-books sold (b)	59,530 59	For fuel inspection	153 15
From interest on bills receivable	105 00	For furniture	15,602 25
From interest on current deposits	13,521 43		

(a) Board of Education Building, $25.707.67; other leased property, $46.071.64.

(b) Receipts from the sale of text-books, $59,530.59; expended for the purchase of text-books, $67,283.72; net expenditures, $7,753.13.

(e) Unexpended balance deposited in the treasury at the end of the year, $161.11; leaving a net expenditure of $138.89.

(f) Unexpended balance deposited in the treasury at the end of the year, $272.68; leaving a net expenditure of $27.32.

RECEIPTS.		EXPENDITURES.	
From kindergarten supply fees (c)..	$6,047 85	For gas, electric light and power...	$10,201 02
From tuition (d).....	1,367 00	For insurance (g).....	3,457 40
From sale of old furniture	385 90	For kindergarten supplies.....	5,520 12
From sale of scrap iron, etc.....	182 65	For planting trees.....	1,271 73
From special taxes refunded.....	42 50	For printing.....	6,471 47
From teachers' salaries refunded..	289 80	For reconstruction.....	74,162 22
From donation for domestic science in Jefferson school.....	200 00	For rent.....	2,581 60
From judgment and interest in case of Goodyear Rubber Co.....	254 33	For repairs	52,316 06
From unknown person — refund for text-book	1 00	For salaries — janitors (h)	120,051 80
From Permanent Fund — transfer..	15,500 00	For salaries — officers (i).....	51,858 80
From forfeiture of earnest money..	200 00	For salaries — teachers (j).....	1,072,191 98
From street opening damages.....	56 25	For street sprinkling.....	914 03
From Contingent Fund — Secretary and Treasurer — unexpended balance.....	161 11	For supplementary reading.....	5,995 74
From Contingent Fund — Commissioner of School Buildings — unexpended balance.....	272 68	For supplies.....	25,409 21
From Teachers' Annuity Fund — transfer.....	10,367 95	For taxes — special.....	4,300 57
		For taxes — general.....	320 44
		For text-books.....	67,283 72
		For transfer to Permanent Insurance Fund.....	5,000 00
		For vault cleaning.....	366 84
		For water license.....	10,228 50
		Total for maintenance.....	$1,584,915 82
		For Adams School.....	1,812 25
		For Arlington School.....	152 28
		For Baden School.....	9,421 25
		For Benton School.....	135 90
		For Columbia School.....	333 88
		For Dozier School.....	17,240 67
		For Field School.....	86,321 31
		For Froebel School.....	8,979 74
		For Harrison School.....	9,327 85
		For High School.....	125 00
		For Mann School.....	4,620 00
		For Marquette School.....	4,815 26
		For Marshall School.....	86,380 45
		For Mount Pleasant School.....	12,753 73
		For Wyman School.....	51,100 00

(c) Kindergarten supply fees collected, $6,047.85; paid for the purchase of supplies, $5,520.12; surplus, $527.73.

(d) High school, $737.50; grammar schools, $629.50.

(g) Board of Education building, $3,277.00; portable buildings, $85.00; stock in warehouses, $30.00; High School, $26.35; boilers, sundry schools, $39.05.

(h) Schools, $110,125.05; Board of Education building, $9,926.75.

(i) Instruction department, $19,212.90; Building department, $15,114.95; Finance and Law department, $10,883.85; Auditing and Supply department, $6,647.10.

(j) High School, $27,182.60; district schools, $938,591,83; evening schools, $10,469.05; supervision, kindergartens (including normal training), $4,352.92; drawing, $5,545.00; music, $5,910.00; primary supervision, $4,197.00; physical culture, $5,943.55.



RECEIPTS.		EXPENDITURES.	
		For gas fixtures — various schools..	$828 25
		For flag poles — various schools....	480 00
		For blackboards	8,333 43
		For superintendence (k)	5,642 24
		For portable buildings.....	14,285 89
		For Eads Av. School site	6,389 14
		For Emerson School site.....	15,000 00
		Total for permanent improvements.....	$344,488 52
Total receipts during the year..	$2,037,026 14	Total expenditures during the year.....	$1,929,354 34
Cash in treasury July 1, 1900.....	158,658 54	Cash in treasury June 30, 1901.....	266,330 34
	$2,195,684 68		$2,195,684 68

PERMANENT FUND.

From fines.....	$6,310 41	For Board of Education Building...	$2,078 39
From sale of real estate (Olive and Whittier Sts.).....	10,000 00	For transfer to General Fund.....	15,500 00
Total receipts during the year..	$16,310 41	Total expenditures during the year.....	$17,578 39
Cash in treasury July 1, 1900	1,614 45	Cash in treasury June 30, 1901.....	346 47
	$17,924 86		$17,924 86

PERMANENT INSURANCE FUND.

From interest on current deposits..	$232 62	For repairing damages to Sumner High School.....	$11,179 28
From interest on St. Louis & San Francisco 4 per cent gold bonds	600 00	For repairing damages to Franklin School	56 00
From General Fund — transfer.....	5,000 00	For investment in certificate of deposit.....	9,000 00
Total receipts during the year..	$5,832 62	Total expenditures during the year.....	$20,235 28
Cash in treasury July 1, 1900.....	15,134 29	Cash in treasury June 30, 1901.....	731 63
	$20,966 91		$20,966 91

(k) Painting and plumbing, $2,842.24; Mann school, $100.00; Wyman school, $650.00; Field school, $550.00; Dozier school, $175.00; Harrison school, $225.00; Marshall school, $1,100.00.

Schopp Bequest Fund.

From interest on current deposits..	$1 61	For purchase of prizes for best attendance during scholastic year 1899-1900	$40 00
From interest on St. Louis & San Francisco 4 per cent gold bond	40 00		
Total receipts during the year..	$41 61	Total expenditures during the year	$40 00
Cash in treasury July 1, 1900	77 63	Cash in treasury June 30, 1901.	79 24
	$119 24		$119 24

Teachers Annuity Fund.

Cash in treasury July 1, 1900	$10,367 95	By transfer to General Fund	$10,367 95
	$10,367 95		$10,367 95

A comparison of this financial statement with that of the preceding year shows the increases and decreases in the receipts and expenditures of the General Fund for the fiscal year ending June 30th, 1901, to be as follows: —

RECEIPTS.

Increases.	
Taxes — general	$47,578 86
Taxes — merchants and manufacturers	19,677 85
Rents collected	2,295 35
State School fund	9,994 92
Interest on current deposits	1,502 94
Tuition	21 20
Kindergarten supply fees	464 98
Total	$81,536 10

Decreases.		
Surplus commissions — City Collector	$3,313 31	
Taxes — railroad	77 16	
Interest on bills receivable	56 00	
Sundries	2,217 65	
Total decrease		5,664 12
Net increase over preceding year		$75,871 98
Permanent Fund — (temporary loan)		15,500 00
Teachers' Annuity Fund — transfer		10,367 95
Grand Total		$101,739 93

EXPENDITURES.

Increases.		
Expense		$5,162 26
Fuel		2,924 45
Fuel inspection		153 15
Insurance		61 70
Planting trees		1,271 73
Reconstruction		22,066 27
Repairs		272 73
Salaries — janitors		6,234 50
Salaries — officers		2,031 26
Salaries — teachers		39,129 91
Street sprinkling		375 92
Supplementary reading		395 74
Special taxes		1,142 18
Taxes — general		291 17
Vault cleaning		85 29
Water license		2,321 50
Total		$83,919 76
Decreases.		
Schopp Bequest Fund	$1,000 00	
Census	1,000 00	
Contingent Fund — Finance department	17 83	
Contingent Fund — Building department	236 94	
Contingent Fund — Instruction department	264 85	
Domestic science and manual training (including L'Ouverture School, $310.23)	956 19	
Examining books	50 00	
Furniture	1,647 75	
Gas, electric light and power	213 40	

Printing	$3,180 04	
Rent	4,212 85	
Supplies	2,303 38	
Text-books	2,582 37	
Total		17,665 60
Net increase over preceding year		$66,254 16

ASSESSED VALUATION OF REAL ESTATE, ETC.

The assessed valuation of real estate, personal property, etc., of the City of St. Louis, for the past three years, as shown by a revised statement filed by the City Comptroller, was as follows: —

Taxes, 1899.— Real estate	$307,739,490 00
Personal	44,489,060 00
Omitted	1,780 00
State Board of Equalization (railroads)	22,280,443 09
Total	$374,510,773 09

As compared with the preceding year (1898) there was an increase for 1899: —

In the assessed valuation, of	$5,994,113 00	
Or, an increase in the four mill tax of	23,976 45	

Taxes, 1900.— Real estate	$314,723,640 00
Personal	43,721,390 00
Omitted	14,040 00
State Board of Equalization (railroads)	22,464,262 35
Total	$380,923,332 35

Increase over preceding year: —

In the assessed valuation	$6,412,559 26	
Or, in the four mill tax for the current year 1900	25,650 23	

Taxes, 1901.— Real estate	$316,041,190 00
Personal	52,470,160 00
Omitted	73,000 00
State Board of Equalization (railroads)	26,211,354 28
Total	$394,795,704 28

Increase over preceding year: —

In the assessed valuation	$13,872,371 93
Or, in the four mill tax for the current year 1901	55,489 48

TAXES.

The following statement shows the amount of school taxes uncollected on June 30, 1901, based upon the annual settlement made by the Collector of Revenues with the City Comptroller in the month of April, 1901, as provided by law: —

For the years:			
1900. — Tax bills charged to City Collector (including $92,407.75 for railroad taxes assessed)			$1,523,693 32
Interest collected			1,768 71
Total			$1,525,462.03
Stricken off by City Comptroller	$2,761 16		
Commissions retained	7,199 03		
	$9,960 19		
Paid into treasury to April 17, 1901, inclusive	1,249,681 16		1,259,641 35
			$265,820 68
Railroad taxes paid			92,407 75
			$173,412 93
Less amount received April 18, 1901, to June 30, 1901, inclusive			27,596 40
Balance uncollected July 1, 1901			$145,816 53

For the years:			
1899. — Balance uncollected July 1, 1900.....			$154,583 23
Interest collected.....			9,138 01
			$163,726 24
Stricken off by Comptroller.....	$542 28		
Paid into treasury to April 17, 1901, inclusive.....	80,013 69		80,555 97
			$83,170 27
Less amount received, April 18 to June 30, 1901.....			2,408 83
Balance uncollected July 1, 1901.....			$80,761 44
1898. — Balance uncollected July 1, 1900....			$82,262 27
Interest collected.....			7,755 94
			$90,018 21
Stricken off by Comptroller.....	$326 08		
Paid into Treasury to April 17, 1901, inclusive.....	39,319 35		39,645 43
			$50,372 78
Less amount received April 18 to June 30, 1901, inclusive.....			1,314 74
Balance uncollected July 1, 1901....			$49,058 04
1897. — Balance uncollected July 1, 1900.....			$48,753 38
Interest collected.....			6,076 40
			$54,829 78
Stricken off by Comptroller.....	$541 84		
Cancelled under judgment of court..	754 60		
Paid into treasury to April 17, 1901, inclusive.....	21,616 41		22,912 85
			$31,916 93
Less amount received April 18 to June 30, 1901, inclusive.....			720 12
Balance uncollected.....			$31,196 81

For the years:			
1896. —	Balance uncollected July 1, 1900.....		$32,241 27
	Interest collected.....		4,046 62
			$36,287.89
	Stricken off by Comptroller.....	$307 12	
	Paid into treasury to April 17, 1901, inclusive.....	11,550 10	11,857 22
			$24,430 67
	Less amount received, April 18, to June 30, 1901, inclusive.....		330 73
	Balance uncollected July 1, 1901.....		$24,099 94
1895. —	Balance uncollected July 1, 1900....		$22,971 49
	Interest collected.....		3,220 60
			$26,192 09
	Stricken off by Comptroller.	$209 20	
	Cancelled under act of General Assembly.....	4,954 04	
	Paid into Treasury to April 17, 1901, inclusive.....	8,477 60	13,640 84
			$12,551 25
	Less amount received, April 18 to June 30, 1901, inclusive.....		23 56
	Balance uncollected July 1, 1901....		$12,527 69
1894. —	Balance uncollected July 1, 1900		$12,511 31
	Interest collected.....		494 52
			$13,005 83
	Stricken off by Comptroller.....	$126 72	
	Paid into Treasury to April 17, 1901, inclusive.....	1,141 35	1,268 07
	Balance uncollected July 1, 1901.....		$11,737 76

For the years:			
1893. — Balance uncollected July 1, 1900.....			$7,663 81
Interested collected.....			216 25
			$7,880 06
Stricken off by Comptroller.....		$146 96	
Paid into Treasury to April 17, 1901, inclusive.		460 37	607 33
Balance uncollected July 1, 1901.....			$7,272 73
1892. — Balance uncollected July 1, 1900.....			$7,103 26
Interest collected.....			168 87
			$7,272 13
Stricken off by Comptroller.....		$43 56	
Paid into Treasury to April 17, 1901, inclusive.....		358 50	402 06
			$6,870 07
Less amount received April 18 to June 30, 1901, inclusive.....			8 39
Balance uncollected July 1, 1901.....			$6,861 68
1865 to 1891. — Balance uncollected July 1, 1900			$30,038 04
Interest collected			24 51
			$30,062 55
Stricken off by Comptroller		$12 04	
Paid into treasury to April 17, 1901, inclusive.....		53 80	65 84
Balance uncollected July 1, 1901....			$29,996 71
Grand Total amount of uncollected tax bills in hands of the City Collector and due the Board of Education, on July 1, 1901.....			$399,329 33

LIST OF LEASED LANDS BELONGING TO THE BOARD, JUNE 30, 1901, FOR REVENUE PURPOSES.

(PERMANENT FUND.)

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.				No. of Lease.	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per front foot.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Maria Lemke	1	47	Third, bet. Rutger & Convent	35.3	1731	February 2, 1898	1908	$115 00	$55 00
John Helwig	4	47	Merchant, bet. 2d & 3d	25	1652	May 1, 1895	1905	52 50	35 00
Maria Lemke	5, 6, 7, & 8	47	Merchant, " "	100	1653	June 21, 1896	1906	210 00	35 00
D. K. Ferguson et al	B, C & D	68	Second, bet. Franklin av. & Morgan	129.4	1552	May 10, 1892	1907	1,746 00	225 00
John C. Kupferle	E	68	Second, " " "	28	1823	March 1, 1901	1911	294 00	175 00
George Todd	D	69E	Collins, bet. Franklin av. & Wash	40.3½	1549	November 1, 1891	1906	240 00	100 00
George Todd	E	69E	Second, " " "	38	1595	March 10, 1894	1904	342 00	150 00
Henry Reinstedler		71W	Third, bet. Carr & Biddle	98 9½	1583	January 1, 1893	1903	898 30	150 00
Daniel Cahill	B	71W	Third, " "	41.1½	1761	October 2, 1898	1908	221 96	65 00
Daniel Cahill	C	71W	Third, " "	33.4	1750	June 18, 1898	1908	180 00	90 00
Mary E. Beltzhoover	A	76	Fourth, bet. Cedar & Gratiot	23.6	1461	August 1, 1889	1939	211 50	150 00
William Hoerr	B	76	Fourth, " "	25	1754	December 1, 1898	1908	150 00	100 00
Louisa Meinhardt	C	76	Fourth, " "	25	1454	July 8, 1889	1899	150 00	100 00
Chas G. Osterhorn	front ½ D	76	Fourth st	25	1782	August 25, 1899	1909	100 00	66 66
Kate Ashman and Ben Buse	rear pt D	76	Fourth st	25	1783	August 25, 1899	1909	50 00	33 33
Margt. Kraatz, Admx	E	76	Fourth, bet. Cedar & Gratiot	25	1481	December 15, 1889	1935	187 50	125 00
Wm. C. Van Dillon and Wm. Modra		77	Cedar, bet. 2d & 3d	32	1697	September 15, 1897	1902	210 00	(1)
John Bolland	A, B & C	84	Market, bet. 3d & 4th	90	1277	December 11, 1883	1933	3,045 60	564 00
Conrad A. Leonhard	D	84	Market " "	30	1278	December 11, 1883	1933	594 00	330 00
John C. Lullman	E	84	Market " "	30	1279	December 11, 1883	1933	612 00	340 00
Henry F. Bente	A	88	Olive st	36.4½	1795	January 1, 1900	1905	840 00	(2)
M. J. Hartnett, Tr	B	88	Center of block		1130	November 7, 1878	1903	216 00	(3)
St. Louis Transfer Co.	A	107	Spruce, bet. 4th & Broadway	34.3½	1547	November 1, 1891	1906	195 40	95 00
Elizabeth Wolf	B	107	Fourth, bet. Spruce & Valentine	32.3	1813	March 12, 1900	1910	319 28	165 00
Aug. Wiebusch & Son Ptg. Co.	3 & 4	109	Fourth, bet. Cerre & Poplar	66	1403	April 12, 1888	1933	475 20	120 00
Julius S. Walsh, Tr	5	109	Cerre, bet. 4th & Broadway	31	1747	April 9, 1898	1908	116 25	62 50
Julius S. Walsh, Tr	6	109	Broadway, bet. Cerre & Poplar	62	1495	April 9, 1889	1935	438 96	118 00
Jacob Strauss Saddlery Co		118	Sixth, bet. Locust & St. Charles	60	1326	July 1, 1886	1911	2,160 00	600 00
David Nicholson et al	D & E	158	Broadway, bet. Gratiot & Lombard	24	1603	July 8, 1894	1919	338 40	117 50
Phil. McGinnis	1	160	Broadway, bet. Gratiot & Cerre	25	1325	June 14, 1885	1906	165 00	110 00
Sophie Tenz	2	160	Broadway, " "	25	1518	September 1, 1890	1937	136 12	90 00
Peter Mehl	4	160	Broadway, " "	25	1463	May 1, 1889	1935	135 00	90 00

1 $3,500.00 for land and improvements.

2 $14,000.00 for land and improvements.

3 $3,600.00 for land.

Louis Terhart	14	160	Broadway, bet. Gratiot & Cerre	25	1779	July 22, 1899	1909	165 00		110 00	
Albert Henry	16	160	Broadway, " "	25	1628	September 1, 1895	1940	195 00		130 00	
Margt. Walsh	17	160	Fourth, " "	25.5	1569	September 19, 1892	1902	198 25		130 00	
Margt. Walsh	18	160	Fourth, " "	25.5	1570	September 19, 1892	1902	160 12		105 00	
Mary A. McNulty	19	160	Fourth, " "	25.5	1529	September 1, 1890	1940	152 88		100 00	
Ferdinand Meyrose	30	160	Fourth, " "	25.5	1483	October 12, 1889	1939	145 28		95 00	
Ferdinand Meyrose	31	160	Fourth, " "	25.5	1545	September 25, 1891	1941	144 80		95 00	
Ferdinand Meyrose	32	160	Fourth, " "	25.5	1484	October 12, 1889	1939	175 80		115 00	
St. Louis R'fr'g & Wooden Gutter Co	1 to 8 incl	199	First, bet. Park av. & Rutger	210.5	1620	August 1, 1894	1904	2,019 10		100 00	
St. Louis R'fr'g & Wooden Gutter Co	9 to 16 incl.	199	Kosciusko, bet. Park av. & Rutger	210.5						60 00	
John J. Ganahl Lumber Co	1 to 5 incl.	200	Second, bet. Park av. & Rutger	136.6	1792	December 1, 1899	1909	409 05		50 00	
Frederick Bangert	13	200	Second, " "	25	1625	July 20, 1895	1905	75 00		50 00	
Frederick Bangert	14	200	Second, " "	25	1624	May 18, 1894	1904	75 00		50 00	
Frederick Bangert	15 & 16	200	Second, " "	61.6	1612	May 18, 1894	1904	153 12		41 50	
Waldstein Lumber Co	19 to 23 incl	200	Alley, " "	125	1656	May 19, 1897	1907	192 00	(1)		
Waldstein Lumber Co	26, 27 & 28	200	Kosciusko, bet. Park av. & Rutger	75	1728	May 1, 1898	1908	180 00		40 00	
E. Goddard Flour Mill Co	Triangle	201	Rutger, bet. 2d & 3d	whole Bl	1646	December 12, 1896	1906	100 00	(2)		
Andrew Pschied	2 & 3	202	Merchant, bet. 2d & 3d	88.7½	1637	March 1, 1896	1906	162 75	(3)		
Anheuser-Busch Brewing Association	4	202	Merchant " "	30	1819	August 14, 1900	1910	90 00		50 00	
George Brueckmann	8	202	Third, bet. Rutger & Park av	25	1821	September 15, 1900	1910	106 50	(4)		
Frank F. Schafler	13	202	Third, " "	25	1816	July 10, 1900	1910	75 00		50 00	
E. Goddard Flour Mill Co	17 to 22 incl	202	Rutger, " "	125.1	1607	May 13, 1894	1904	307 50	(5)		
John J. Ganahl Lumber Co	14,15,16 & 17	202	Second, " "	102	1619	May 13, 1894	1904	865 80		50 00	
John J. Ganahl Lumber Co	26 to 35incl	202	Third, " "	233						40 00	
Anna M. Meinhardt	A	203	Third, bet. Park av. & Miller	98	1734	June 1, 1898	1908	103 95	(6)		
Ellen Lynch	N pt C	583E	Broadway, bet. O'Fallon & Cass av	22 m. or l.	1769	April 14, 1899	1909	224 40		170 00	
Joseph Maxwell	S p C	583E	Broadway, " "	30 8	1766	September 1, 1898	1908	318 00	(7)		
Patrick Berney	A	583W	Sixth, bet. O'Fallon & Cass av	19.7	1733	April 5, 1898	1908	58 88		50 00	
John Hunt	B	583W	Sixth, " "	20	1746	April 5, 1898	1908	60 00		50 00	
John P. Owens	D	583W	Sixth, " "	30	1772	January 1, 1899	1909	99 00		55 00	
Margaret Phelan	E	583W	Seventh, " "	30	1735	April 7, 1898	1908	160 46		55 00	
Cath. Schmidt	N ½ E	584	Eighth, " "	15	1597	January 10, 1894	1904	45 00		50 00	
John Murphy	F	584	Eighth, " "	25	1604	December 15, 1893	1903	75 00		50 00	
Pauline Mueller	G	584	Eighth, " "	25	1605	January 10, 1894	1904	75 00		50 00	
Pauline Mueller	S ½ E	584	Eighth, " "	15	1606	January 10, 1894	1904	45 00		50 00	
Alice Tighe	A	584	Seventh, " "	29.7½	1659	August 20, 1897	1907	88 87		50 00	
Mary McGovern	B	584	Seventh, " "	30.1	1660	August 12, 1897	1907	90 00		50 00	
Anna Sheehan's estate	C	584	Seventh, " "	30.1	1661	August 3, 1897	1907	90 00		50 00	
Louis Kopman	S pt E	585	Eighth, " "	30	1736	April 14, 1898	1903	108 00	(8)		

[1] $3,200.00 for land. [2] $1,666.66 for land. [3] $2,750.12 for land [4] $55.00 per foot for land and $400.00 for improvements. [5] $5,125.00 for land.
[6] $1,732.50 for land. [7] $5,300.00 for land and improvements. [8] $60.00 per foot for land with improvements.

LIST OF LEASED LANDS — *Continued.*

Name of Lessee.	Description of Property.				No. of Lease.	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per front foot.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Henry Andreas	N pt E	585	Eighth, bet. O'Fallon & Cass av	60	1645	September 10, 1897	1907	$ 162 00	$ 45 00
Abraham Harris	A	585	Ninth, " "	30	1735	August 18, 1899	1909	90 00	50 00
Michael Pearlman	B	585	Ninth, " "	20	1810	August 1, 1900	1910	60 00	50 00
Ida A. King		585	Ninth, " "	13.5½	1580	February 22, 1893	1903	33 86	42 00
John C. King	S pt C	585	Ninth, " "	27	1744	June 11, 1898	1908	85 05	52 50
Bridget McDermott	F	585	Eighth, " "	20	1678	October 15, 1897	1907	55 20	46 00
Kate Inglis	f	585	Eighth, " "	20	1696	October 15, 1897	1907	55 20	46 00
Francis McCarthy	G	585	Eighth, " "	19.1	1693	October 15, 1897	1907	52 67	46 00
Francis McCarthy	H	585	Eighth, " "	19.1	1671	October 15, 1897	1907	52 60	46 00
Francis McCarthy	h	585	Eighth, " "	19.1	1740	August 1, 1888	1908	52 68	46 00
Aug. Laumann	A	586	Tenth, " "	40 7	1751	January 1, 1898	1908	109 57	45 00
Sophia Goessling	Pt B	586	Tenth, " "	21.11	1706	February 1, 1898	1908	59 20	45 00
Jos. Sprengelmeyer	D	586	Tenth, " "	40.5½	1743	January 5, 1898	1908	109 80	45 00
Mary Brockland	E	586	Tenth, " "	40	1732	January 5, 1898	1908	108 00	45 00
Pat. D. Connolly	F	586	Ninth, " "	36	1729	June 15, 1898	1908	113 40	52 50
Clara E. Biebusch	G	586	Ninth, " "	26	1657	June 15, 1897	1907	70 20	45 00
Benj. Burenstein	H	586	Ninth, " "	30	1658	June 15, 1897	1907	81 00	45 00
Fred. Wulf	J	586	Ninth, " "	26.1	1662	June 15, 1897	1907	70 20	45 00
Fred. Hohmann	K	586	Ninth, " "	30.1	1663	June 15, 1897	1907	81 00	45 00
Emma Boerger	L	586	Ninth, " "	42.5½	1664	July 1, 1897	1907	114 58	45 00
Wm. Brinker	M	586	Tenth, " "	25	1611	March 15, 1894	1904	75 00	50 00
George Becht	C	586	Tenth, " "	22.6	1691	February 1, 1898	1908	60 75	45 00
Robt. P. McNulty	A	587	Tenth, " "	30.5½	1596	January 10, 1894	1904	82 18	45 00
Catherine Schmidt	B	587	Tenth, " "	25	1553	December 2, 1891	1901	56 25	37 50
Wm. Simon	C	587	Tenth, " "	30	1805	February 19, 1900	1910	81 00	45 00
Wm. Murphy	S pt D	587	Tenth, " "	30	1713	August 12, 1897	1907	81 00	45 00
Daniel Flynn	N pt D	587	Tenth, " "	20	1688	August 12, 1897	1907	54 00	45 00
Ann McNulty	S pt F	587	Eleventh " "	19.5½	1684	October 13, 1897	1907	52 48	45 00
Frank Piskorski	Pt F	587	Eleventh " "	17	1796	February 10, 1898	1903	87 00	(2)
Margaret Woods	Pt F	587	Eleventh " "	17	1712	October 13, 1897	1907	45 90	45 00
Wm. H. Wrigley	Pt F	587	Eleventh " "	17	1683	October 13, 1897	1907	45 90	45 00
Peter Adami	Pt F	587	Eleventh " "	20	1687	September 15, 1897	1907	54 00	45 00
James Clancy	Pt F	587	Eleventh " "	25	1679	September 5, 1897	1907	67 50	45 00
Kate Rickeby	S pt G	587	Eleventh " "	15	1794	December 1, 1899	1909	45 00	50 00
Margt. Krantz	N pt G	587	Eleventh " "	35	1668	August 3, 1897	1907	94 48	45 00

2 $48.00 per foot for land with improvements.

Abram Sosna	H	587	Eleventh, bet. O'Fallon & Cass av	25	1771	November 24, 1898	1908	67 50	45 00
Bridget T. O'Connor	I	587	Eleventh, " "	25	1765	August 11, 1898	1908	67 50	45 00
Marg't O'Connor	S ½ A	588	Eleventh, " "	32.9	1770	November 1, 1898	1908	88 42	45 00
Jacob Margulius	N pt A	588	Eleventh, " "	32.9	1757	November 1, 1898	1908	88 42	45 00
Henry Seaver	C	588	Twelfth, " "	25	1665	November 20, 1897	1907	75 00	50 00
Amelie Lucks	D	588	Twelfth, " "	25	1707	November 20, 1897	1907	71 25	47 50
Emma Schwalbe	E	588	Twelfth, " "	25	1708	November 20, 1897	1907	71 25	47 50
Louisa Schaefering	F	588	Twelfth, " "	40.5½	1716	November 20, 1897	1907	121 32	50 00
Minnie Vastine	G	588	Twelfth, " "	25	1755	October 6, 1898	1908	37 50	25 00
August Schwaneke	H	588	Eleventh, " "	25	1681	September 22, 1897	1907	67 50	45 00
Johanna Drawe	Cen. pt A	589	Twelfth, " "	25	1762	March 23, 1899	1909	67 50	45 00
Wm Schneider and Solomon Goldstein	N pt A	589	Twelfth, " "	20	1773	March 23, 1899	1909	60 00	50 00
Wm. Schneider et al	B	589	Twelfth, " "	30	1718	January 15, 1898	1908	90 00	50 00
Chas. Zobel	a	589	Twelfth, " "	25	1763	March 23, 1899	1909	67 50	45 00
Mary Madden	N pt D	589	Thirteenth, " "	25	1720	November 5, 1897	1907	57 75	38 50
Annie Ryan	S pt D	589	Thirteenth, " "	35	1808	August 5, 1898	1907	84 00	40 00
Margaret Mullaly	S pt E	589	Thirteenth, " "	25	1621	September 20, 1894	1904	60 00	40 00
Fred Fischer	N pt E	589	Thirteenth, " "	25	1669	August 11, 1897	1907	60 00	40 00
Oath. Schrader	S pt F	589	Thirteenth, " "	28	1723	November 20, 1897	1907	64 60	38 50
Mary Hensick	N pt F	589	Thirteenth, " "	27.5	1689	November 20, 1897	1907	66 00	40 00
Chas. Schillinger	B	590	Thirteenth, " "	25	1721	September 15, 1897	1907	57 75	38 50
Jas. Boyle et al	C	590	Thirteenth, " "	25	17·5	September 22, 1897	1907	58 76	38 50
Louis Saving	c	590	Thirteenth, " "	25	1722	September 22, 1897	1907	57 75	38 50
Ellen Cosgrove	E	590	Thirteenth, " "	25	1618	October 10, 1894	1904	67 50	45 00
John L. Carmody	A	590	Thirteenth, " "	90	1719	October 10, 1897	1907	270 90	38 50
Pat Heagan	S pt D	590	Fourteenth, " "	21	1700	September 15, 1897	1907	53 55	42 50
Jonathan Chesley	N pt D	590	Fourteenth, " "	48.5½	1670	September 15, 1897	1907	122 24	42 50
Bernardine Dierker	I	591	Fourteenth, " "	25	1756	February 1, 1899	1909	60 00	40 00
Fred Wittler	E	591	Blair av. " "	60	1709	November 5, 1897	1907	153 00	42 50
Ike Kopman	N pt G	591	Blair av. " "	27.5½	1768	April 5, 1899	1909	69 96	42 50
Israel Finkman	H	591	Blair av. " "	23	1758	July 13, 1898	1908	58 65	42 50
Jane O'Toole	A	591	Fourteenth, " "	50	1692	October 10, 1897	1907	120 00	40 00
Cornelius Curtin	B	591	Fourteenth, " "	30	1828	May 12, 1901	1911	72 00	40 00
Bridget Hogan	N pt C	591	Fourteenth, " "	21	1694	October 20, 1897	1907	60 40	40 00
Jas. H. Fenton	N pt D	591	Fourteenth, " "	21.8§	1705	November 5, 1897	1907	52 12	40 00
Henry Timpe	A	592	Blair Av. " "	30	1682	October 20, 1897	1907	76 50	42 50
Caroline Wiehen	N pt B	592	Blair Av. " "	25	1752	September 9, 1898	1908	63 75	42 50
Dietrich Bergman	S pt B	592	Blair Av. " "	35	1764	May 9, 1898	1908	89 25	42 50
Edw. Wiehen	C	592	Blair Av. " "	30	1702	November 20, 1897	1907	76 50	42 50
Chas. Gray	D	592	Blair Av. " "	45 5½	1579	January 5, 1893	1903	122 73	42 50
H. R. Kreigesman	I	592	Blair Av. " "	25	1638	June 24, 1896	1906	60 00	40 00
Elizabeth Fishbeck	N pt E	592	Fifteenth, " "	25	1703	December 10, 1897	1907	60 00	40 00
Eliza Goodhart	F	592	Fifteenth, " "	60	1672	August 11, 1897	1907	153 00	42 50
Emilie Uhri and Ida Rose	G	592	Fifteenth, " "	55.5	1717	January 5, 1898	1908	141 36	42 50
John G. McNair	A	608	Eighth & Howard	36.3	1635	March 26, 1896	1906	163 12	75 00

LIST OF LEASED LANDS—*Continued.*

Name of Lessee.	Description of Property.				No. of Lease.	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per front foot.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Mary Mulligan	42	648	Mound, bet. 10th & 11th	25	1673	August 11, 1897	1907	$42 00	$28 00
Mary Horan	43	648	Mound, " "	25	1802	March 1, 1900	1910	67 50	45 00
Kate Quinn	44	648	Mound & 10th	25	1738	August 11, 1898	1908	52 50	35 00
John Moore	W pt 63	652	Mound, bet. 8th & 9th	18	1725	April 5, 1898	1908	38 85	35 00
Theo. F. Bujewski	Pt 18	653	Mound, " "	17	1615	May 1, 1894	1904	51 00	50 00
Kazimirz Mrokowski	Pt 17 & 18	653	Mound, " "	33.1	1784	November 1, 1899	1909	89 32	45 00
Mary Bujewski and minor children	Pt 18 & 19	653	Mound, " "	17	1814	May 15, 1899	1909	38 25	37 50
Elizabeth and Emma Schlobach et al	Pt 18	653	Mound, " "	17.11	1804	August 1, 1899	1909	43 00	40 00
Anna R. Miller	Pt 11 & 12	656	Brooklyn, bet. 8th & 9th	16.8	1634	June 5, 1896	1906	42 50	42 50
Sarah H. Hawkins	E pt 11	656	Brooklyn, " "	16.8	1800	February 5, 1900	1910	45 00	45 00
Sarah H. Hawkins	Pt 12	656	Brooklyn, " "	16.8	1801	February 5, 1900	1910	45 00	45 00
John J. Ganahl Lumber Co		694	Second, bet. Park av. & Miller	65.2½	1820	December 1, 1900	1910	250 00	(1)
John H. Knobelock	1 & 2	852	S. Eighth, bet. Dorcas & Lynch	50	1641	October 9, 1896	1906	75 00	25 00
Sophia Neukomm et al	9, 10 & 11	852	Seventh, " " "	75	1808	April 16, 1900	1910	225 00	50 00
St. Louis, Iron Mountain & Southern Ry Co	N½ of	857N 853	First, bet. Plum & Cedar First. & Front, bet. Plum & Cedar	43 202	1314	January 1, 1885	1905	3,756 00	(2)
Waters-Pierce Oil Co	16 to 19 incl	857S	Main, bet. Convent & LaSalle	85.5½	1830	June 13, 1901	1911	536 63	100 00
Peper Cotton Press	S½	858	First, bet. Convent & Rutger	256.1½	1829	June 15, 1893	1903	2,100 00	(3)
St. Louis Refrig. and Wooden Gutter Co		873	Park Av., bet. Main & 2d	418	1774	May 1, 1895	1905	1,504 80	60 00
Anheuser-Busch Brew. Ass'n	1	883	Ninth, bet. Arsenal & Pestalozzi	31	1824	April 10, 1901	1911	102 30	55 00
Anheuser-Busch Brew. Ass'n	2	883	S. 9th, " "	25	1639	October 10, 1896	1906	52 50	35 00
Cecelia Gundermann	5	883	Ninth, " "	25	1817	August 14, 1900	1910	75 00	50 00
John, George and John Henry Wardelmann	24	883	Seventh, " "	25	1799	February 10, 1900	1910	75 00	50 00
John, George and John Henry Wardelmann	25	883	Seventh, " "	31	1774	April 11, 1899	1906	120 90	65 00
Stecher Cooperage Works	6 to 12 inc 13 to 22 inc	883	Ninth, " " Seventh, " "	188 250	1608	January 1, 1894	1904	994 80	35 00 40 00
Adolphus Busch	23	883	Seventh, " "	25	1610	January 1, 1894	1904	60 00	40 00
Rudolph Stecher		883	Seventh, " "	21.5½ m. or l.	1584	October 1, 1892	1902	64 40	50 00
Adam Schultes	1 & 2	884	Seventh, " "	56	1590	September 1, 1893	1903	141 00	42 00

1 $4,166.66 for land. 2 $62,600.00 for land. 3 $35,000.00 for land.

Stecher Cooperage Works	12	884	Seventh, bet. Arsenal & Pestalozzi	25	1825	January 1	1901	1911	67 50	45 00	
Charles Bredemeyer	15	884	Broadway, bet. Arsenal & Pestalozzi	25	1807	April 10,	1900	1910	75 00	50 00	
Adolphus Busch	3	884	Seventh, " "	25	1602	March 1,	1894	1904	135 00	40 00	
	23		Broadway, " "	25						50 00	
Stecher Cooperage Works	4 to 11 inc.	884	Seventh, " "	200	1609	March 1,	1894	1904	855 00	40 00	
	18 to 22 inc		Broadway, " "	125						50 00	
John J. Roth	16	892	Seventh, bet. Dorcas & Pestalozzi	25	1775	June 14,	1899	1909	52 50	35 00	
F J. Albert	17 & pt 18	892	Seventh, " "	35	1781	June 14,	1899	1909	73 50	35 00	
Emile Hartman	21	892	Seventh, " "	25	1654	June 14,	1894	1904	60 00	40 00	
Emile Hartman	22	892	Seventh, " "	25	1811	April 10,	1900	1910	67 50	45 00	
Emile Hartman	23	892	Seventh, " "	25	1812	April 10,	1900	1910	67 50	45 00	
Clemens Klaas	24	892	Seventh, " "	25	1809	April 10,	1900	1910	75 00	50 00	
John Kahlbaum	1	892	Ninth, " "	25	1548	October 10,	1891	1901	54 00	36 00	
Henry Noll and Marie Noll	1	893	Seventh, " "	25	1626	June 19,	1895	1905	90 00	60 00	
Edw. Roth	2	893	Seventh, " "	25	1642	March 1,	1896	1906	60 00	40 00	
Theresa Beuer	3	893	Seventh, " "	25	1333	June 13,	1886	1896	52 50	35 00	
Sophie Warrings	7	893	Seventh, " "	25	1567	September 10,	1892	1902	60 00	40 00	
Henry Schemmer	18	893	Broadway, " "	25	1568	September 10,	1892	1902	75 00	50 00	
Thos. Cowhey	22	893	Broadway, " "	25	1730	May 9,	1898	1908	82 50	55 00	
Ignatz Heck	23 & 24	893	Broadway, " "	50	1808	April 10,	1900	1910	135 00	55 00	
Joseph M. Ghio	A	1058	Lindell av. bet. Channing & Theresa av.	100	1554	March 15,	1892	1902	1,097 25	175 00	
			Olive, " "	104							
Josephine Heger	17	1480	Michigan av., bet. Juniata & Wyoming	25	1699	September 13,	1897	1907	80 00	20 00	
Mary McGuire		1836	Twenty-second, bet. Cass av. & Dickson	25	1677	October 15,	1897	1902	37 50	25 00	
Mary E. Dineen		1836	Twenty-second, " "	25	1675	October 15,	1897	1902	37 50	25 00	
Samuel Schweizer		1836	Twenty-second, " "	25	1676	October 15,	1897	1902	37 50	25 00	
Cath. Burns		1836	Twenty-fifth, " "	25	1666	October 15,	1897	1902	27 00	18 00	
Phil. Corridon		1836	Twenty-second, " "	25	1690	October 15,	1897	1902	37 50	25 00	
John Quirk		1836	Twenty-second, " "	30.6	1742	May 12,	1898	1908	45 75	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1571	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1572	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1573	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1574	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1575	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	25	1576	October 15,	1892	1902	37 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	19	1577	October 15,	1892	1902	28 50	25 00	
Hector Neuhoff		1837	Twenty-second, " "	19	1578	October 15,	1892	1902	31 92	28 00	
John Quirk	6	1837	Dickson, bet. 22d & Cleary av	25	1748	June 20,	1898	1908	60 00	(1)	
Annie Grace	7	1837	Dickson, " " "	25	1827	April 1,	1901	1911	52 50	35 00	
Ann Tracy	9	1837	Cleary av., bet. Cass av. & Dickson	25	1698	October 1,	1897	1907	30 00	20 00	
Julia Keane	10	1837	Cleary av., " "	25	1790	July 15,	1899	1909	30 00	20 00	
Bartholomew Markey	14	1837	Cleary av., " "	25	1798	September 14,	1899	1909	30 00	20 00	
Bartholomew Markey	N pt lot 15	1837	Cleary av., " "	13	1797	September 14,	1899	1909	15 60	20 00	
Lorenzo Blake	4	1838	Cleary av., " "	25	1828	April 1,	1901	1911	30 00	20 00	
Ellen Fitzgerald et al	5	1838	Cleary av., " "	25	1815	July 1,	1900	1910	37 50	25 00	

1 $1,000.00 for land and improvements.

LIST OF LEASED LANDS—*Continued.*

Name of Lessee.	Description of Property.				No. of Lease.	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per front foot.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Melchior Wagner	16	1838	Dickson, bet. Cleary av. & 23d	28	1695	October 15, 1897	1907	$ 56 00	$ 33 33
John Dockery	17	1838	Dickson, " "	51.6	1633	July 16, 1896	1906	103 00	33 33
Timothy Maloney, Lizzie M. Maloney	7	1839	Dickson, bet. 23d & 24th	35	1649	December 12, 1896	1906	84 00	40 00
Bridget Meehan	10	1839	Dickson, " "	25	1739	July 24, 1898	1908	31 50	27 00
Alice Toomey	1	1840	Dickson, bet. 24th & 25th	69.4½	1724	April 12, 1898	1908	66 00	(2)
James Burke	3	1840	Dickson, " "	25	1617	August 1, 1894	1904	60 00	40 00
John J. Mumpton	13	1902	St. Louis & Leffingwell	25	1786	July 10, 1899	1904	75 00	50 00
Goesse & Remmers	1	2276	Chouteau av. & Armstrong	50	1556	July 1, 1892	1902	217 50	72 50
Philip & Mag't McKnight	23	2345	Maiden Lane, bet. 22d & 23d	41.2	1776	June 3, 1899	1909	98 79	40 00
Philip & Marg't McKnight	E½ 24	2345	Maiden Lane, " "	25	1655	January 9, 1897	1907	30 00	20 00
Sarah E. Hoffman	E pt 25	2345	Maiden Lane, " "	18	1778	August 16, 1899	1909	21 60	20 00
John Travis	W pt 25	2345	Maiden Lane, " "	32	1777	August 16, 1899	1909	38 40	20 00
Edward Walsh	W pt 26	2345	Maiden Lane, " "	25	1758	February 1, 1899	1909	30 00	20 00
Chas. Balmer	W½ 39	2346	Maiden Lane, bet. 23d & 25th	25	1686	September 15, 1897	1907	33 75	22 50
Elizabeth Smith	E½ 43	2347	Maiden Lane, bet. 25th & Jefferson av.	25	1726	February 23, 1898	1908	126 00	(3)
Christ Drewes	W½ 43	2347	Maiden Lane, " "	25	1701	November 9, 1897	1902	56 00	(4)
George Higgins	W½ 46	2347	Maiden Lane, " "	25	1818	June 9, 1900	1910	33 00	22 00
Timothy O'Brien	W½ 50	2347	Maiden Lane, " "	25	1791	August 23, 1899	1909	30 00	20 00
Julia Colony	W½ 52	2347	Maiden Lane, " "	25	1599	April 14, 1894	1904	37 50	25 00
Chas. Lamm	U. S. Sur. 1947	Tp. 45 N. R. 6 E.	St. Louis County	31 acres	1711	December 14, 1897	1902	45 00	(5)
Peter Rasmussen	U. S. Sur. 2553	Tp. 45 R. 6 E.	St. Louis County	54.65 acr	1704	November 7, 1897	1902	80 00	(6)
August Bekemeier	4	Dorsett Homestead Farm.	St. Louis County	39.61	1822	March 1, 1901	1902	100 00	

[2] $1,100.00 for land.

[3] $2,100.00 for land and improvements.

[4] $33.33 per front foot (including improvements).

[5] $750.00 for land.

[6] $1,333.33 for land.

LIST OF UNLEASED LANDS BELONGING TO THE BOARD, JUNE 30, 1901.

City Block Number.	Street on which Lot Fronts.	Lot.	Front. Feet.	Front. Inches.	Depth. Feet.	Depth. Inches.	To What Fund Belonging.	Remarks.
108	Fourth, bet. Cerre and Poplar	1 & 2	66	.....	114/128	.....	Permanent.	Partly improved; rented to monthly tenant.
202	Rutger and Merchant sts	1	58/30	.....	to point	.....	Permanent.	Vacant.
202	West side 2d, bet. Rutger st. and Park av.	23, 24 & 25	75	.....	129	.....	Permanent.	Rented to monthly tenant at nominal rent.
437	West side 11th, bet. Spruce and Poplar sts.	6 to 11 incl.	150	.....	152	.....	General	Old Sumner High School, used for warehouse purposes.
572	East side 15th, bet. Cass av. and O'Fallon st	S pt E & H	50	.....	127	6	Permanent.	Vacant.
651	North side Mound, bet. 9th and 10th sts	46	25	8½	76	6	Permanent.	Vacant.
858	First and Front, bet. Convent & Rutger sts.	.....	256/227	1 1-4/2 1 4	302	.....	Permanent.	Partly improved; rented to monthly tenant at nominal rent.
892	East side 9th, bet. Dorcas & Pestalozzi sts.	3	25	.....	128	11	Permanent.	Partly improved; rented to monthly tenant at nominal rent.
1355	West side California, bet. Russell av. and Accomac st	38	25	.....	125	.....	General	Vacant.
1478	West side Minnesota av., bet. Juniata and Arsenal sts.	23 & 24	50	.....	125	.....	General	Vacant.
1836	East side 22d st., bet. Dickson & Cass av.	.....	4	6	127	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	Pt 60	22	6	12	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	.....	5	.....	12	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	Pt 64	31	.....	12	6	Permanent.	Vacant.
2927	Bowen st., N. W. cor. Virginia av.	.....	38/20	2 1-2/3 1-2	95	4½	General	Vacant.
3599	North side Margaretta, bet. Fair av. and Sophia st.	3 to 8 incl.	179	.....	140	.....	General	Vacant.
3923	South side Westminster place	.....	95	7½	142	6	Permanent.	In rear of Marquette School.
4759	Watson road and Tamm av.	.....	210/186	4 3-4	186/268	4 3 4/7 3-4	General	Vacant; formerly the old Grand View School site.

In St. Louis County — Lots 5, 6, 27, 33, 34, 39, 42 and half of 57 (Quinette's Subdivision), 50·23 acres near Meramec Station, General Fund.

Since the close of the fiscal year, the Board has disposed of, for $4,500.00 cash, the old Jackson School property which had, for several years past, been utilized as a warehouse; and has also sold nearly all the small parcels of land situated on the south side of Maiden Lane, in city blocks 2327, 2329 and 2332. As these parcels of land have a depth of only 12 feet, 6 inches, it was impossible to secure an income therefrom, and it was, on that account, deemed advisable to sell the same to owners of adjoining property who are able to utilize the land as a means of access to their property from Maiden Lane on the north.

Negotiations are now pending for the leasing of several lots included in the above list and the indications are that, within a short time, all the valuable pieces of unproductive property will yield a revenue to the Board. The question of selling the old Sumner High School, on Eleventh street, near Poplar, which is still being used as a warehouse, should be considered by the Board at an opportune time in the near future, and, as said property stands to the credit of the General Fund, the proceeds of the sale could be added to the fund available for building purposes.

PAYMENT OF DELINQUENT TAXES — BY LESSEES.

The persistent reminder to lessees of the Board that, under the provisions of leases, the non-payment of taxes assessed against property under lease, results in its forfeiture, has had the effect of reducing the amount delinquent for the year 1901 and prior considerably. Those lessees still delinquent have made satisfactory explanation as to their failure to comply with the provisions of their lease and have given every assurance that the payment of delinquent taxes would soon be made.

COMPARATIVE STATEMENT SHOWING AMOUNTS AVAILABLE FOR BUILDING PURPOSES, SITES, ETC.

The comparative statement given below shows the net amounts available out of the income of the Board during the past 12 years, for the erection of new school buildings, the purchase of sites and other permanent improvements, after making ample provision for the necessary running expenditures of the schools, to wit: —

1900-1.		
Receipts		$2,037,026 14
Less amount transferred from: —		
Permanent Fund	$15,500 00	
Annuity Fund	10,367 95	25,867 95
Balance		$2,011,158 19
Expenditures for maintenance		1,584,915 82
Net balance available for building purposes, sites, etc., 1900-01		$426,242 37

The net amounts available for building purposes, sites, etc., for the preceding eleven years were as follows: —

1899-1900	$416,624 55
1898-99	392,521 16
1897-98	433,560 33
1896-97	218,454 14
1895-96	252,610 78
1894-95	357,649 60
1893-94	263,590 74
1892-93	184,485 75
1891-92	47,868 01
1890-91	137,424 73
1889-90	157,598 50

FINES.

Fines and penalties imposed and collected in the various courts during the year, were deposited in the treasury to the credit of the Permanent Fund as follows: —

Clerk Criminal Court	$1,630 00
Clerk Court Criminal Correction	4,429 01
Sheriff	158 50
Circuit Attorney	75 90
Constable 12th District	12 00
Clerk Probate Court	5 00
Total	$6,310 41

* DETAILED STATEMENT OF THE EXPENDITURES FOR MAINTENANCE OF EACH SCHOOL FOR THE YEAR ENDING JUNE 30, 1901.

	Teachers' Salaries.	Janitors' Salaries.	Fuel.	Gas.	Cleaning Vaults.	Rent.	Supplies.	Free Text-Books.	Supplementary Reading.	Sundries.	Totals.
Normal and High	$ 97,182 60	$ 8,385 00	$ 1,076 40	$ 721 76	.....	.....	$ 122 75	$ 380 15	.....	$ 1,284 80	$109,152 96
Adams	15,099 45	1,470 00	406 73	1 20	.....	.....	61 15	105 25	$ 68 69	587 56	17,750 03
Ames	15,194 05	1,410 00	285 06	47 50	.....	.....	94 68	41 55	77 94	370 50	17,521 28
Arlington	14,809 60	1,759 65	337 27	126 57	.....	.....	119 37	356 75	77 94	789 23	18,376 38
Ashland	13,618 95	1,320 00	340 50	.....	$ 35 80	.....	87 10	114 50	77 94	83 27	15,678 06
Baden	3,684 40	550 00	107 29	.....	.....	.....	41 05	16 85	62 69	120 33	4,582 61
Bates	11,708 60	1,200 00	266 70	49 50	.....	.....	53 34	63 25	62 69	117 52	13,521 60
Benton	8,737 00	900 00	275 81	.....	.....	.....	56 95	72 05	77 94	145 37	10,265 12
Blair	19,678 15	1,500 00	430 17	89 20	.....	.....	121 20	101 55	77 94	87 58	22,085 74
Blow	14,302 70	1,320 00	287 98	10 20	.....	.....	96 97	46 60	77 94	100 89	16,243 28
Bryan Hill	13,614 65	1,251 30	294 15	.....	.....	.....	53 94	19 00	77 94	169 86	15,480 84
Carondelet	8,748 90	780 00	226 40	41 00	51 45	.....	63 33	81 80	70 19	69 25	10,132 82
Carr	5,627 30	600 00	160 11	19 10	.....	.....	39 62	8 50	47 32	79 58	6,581 53
Carr Lane	9,153 20	780 00	334 42	95 45	.....	.....	38 08	20 56	77 94	349 78	15,701 78
Carr Lane Branch	4,237 50	540 00	55 71	1 20	.....	.....				17 94	
Carroll	13,459 95	1,260 00	288 50	103 35	.....	.....	50 53	133 25	62 69	132 38	15,490 65
Charless	16,500 20	1,725 30	498 09	95 90	.....	.....	88 33	16 22	77 94	346 07	19,358 05
Chouteau	15,139 68	1,530 80	329 06	26 20	.....	.....	120 84	61 07	53 32	507 36	17,768 35
Clay	15,359 75	1,625 00	339 06	47 10	.....	.....	57 86	58 85	77 94	350 79	17,916 35
Clifton Heights	1,823 40	480 00	130 22	.....	.....	.....	23 56	3 25	53 32	172 05	2,684 80
Clinton	9,118 70	780 00	206 76	18 60	.....	.....	210 57	65 90	77 94	121 95	17,436 68
Clinton Branch	5,878 40	690 00	167 91	80 40	.....	.....				74 55	
Columbia	17,010 85	1,842 50	452 30	45 66	.....	.....	65 68	6 70	77 94	667 22	20,168 85
Compton	4,417 75	465 00	64 74	.....	.....	.....	18 99	26 15	47 32	257 43	5,297 38
Cote Brilliante	16,336 55	1,602 50	324 39	.....	47 88	.....	80 18	64 35	77 94	523 29	19,057 08
Crow	13,445 25	1,440 00	339 35	25 30	.....	.....	56 83	77 85	77 94	186 94	15,599 46
Des Peres	5,867 25	600 00	107 64	.....	.....	.....	30 01	23 30	47 32	144 01	6,819 53
Divoll	14,305 00	1,487 75	290 93	97 70	.....	.....	85 76	107 00	77 94	192 80	16,644 88
Dodier	5,936 10	600 00	63 86	.....	.....	1,000 00	47 90	123 40	29 55	39 41	7,880 22
Douglas	9,539 60	780 00	247 80	55 90	.....	.....	55 03	48 44	77 94	266 72	11,071 43
Dozier	12,929 25	1,470 00	453 34	72 60	.....	.....	102 00	37 65	77 94	740 87	15,883 65
Eads Av	1,586 00	533 00	73 23	16 84	.....	.....	25 62	1 72	.....	441 68	2,678 09
Eliot	14,128 65	1,671 65	421 28	.....	.....	.....	94 84	43 55	92 34	368 70	16,821 01
Ellendale	14,676 85	1,312 50	297 33	.....	.....	141 00	54 07	17 20	77 94	370 18	16,947 07

* DETAILED STATEMENT OF THE EXPENDITURES FOR MAINTENANCE OF EACH SCHOOL FOR THE YEAR ENDING JUNE 30, 1901. — *Continued.*

	Teachers' Salaries.	Janitors' Salaries.	Fuel.	Gas.	leaning Vaults.	Rent.	Supplies.	Free Text Books.	Supplementary Reading.	Sundries.	Totals.
Field	$ 6,303 55	$ 983 05	$ 425 83	$ 21 20	.....	.....	$ 364 11	$ 633 00	$ 252 19	$ 665 76	$ 9,648 69
Franklin	9,391 45	1,195 20	220 40	131 10	.....	.....	39 31	38 70	62 69	422 99	11,496 84
Fremont	13,806 50	1,615 00	458 02	9 10	.....	.....	104 74	61 75	62 69	241 44	16,359 24
Froebel	7,624 75	862 90	292 81	5 10	.....	$ 25 00	35 94	61 40	53 32	311 78	9,273 00
Gardenville	1,675 40	360 00	70 20	.....	.....	.....	9 33	6 35	53 32	26 33	2,200 93
Garfield	15,959 90	1,653 95	349 13	24 90	.....	.....	97 26	166 30	77 94	445 63	18,775 01
Grant	9,287 85	780 00	187 78	7 20	.....	.....	42 68	27 05	53 32	121 42	10,507 25
Gratiot	6,578 15	690 00	149 91	.....	.....	.....	55 23	89 35	77 94	155 63	7,796 21
Gravois	2,956 40	360 00	55 24	.....	.....	.....	15 46	26 05	37 95	26 49	3,477 59
Hamilton	9,045 70	900 00	214 10	16 90	.....	.....	32 24	1 00	62 69	74 41	10,347 04
Harrison	5,585 25	840 00	305 87	.....	.....	.....	41 35	225 80	47 32	248 71	7,294 30
Hodgen	17,683 40	1,675 00	440 00	16 12	.....	.....	135 32	32 00	77 94	529 16	20,588 94
Humboldt	13,818 85	1,440 00	172 66	7 60	.....	.....	69 80	173 95	62 69	54 55	15,800 10
Irving	16,918 30	1,740 00	423 81	109 85	.....	.....	73 29	53 50	77 94	615 65	20,012 34
Jackson	13,546 70	1,673 20	352 77	50 35	.....	.....	89 61	70 00	77 94	453 01	16,313 58
Jefferson	22,030 75	1,966 35	445 66	281 90	.....	.....	106 88	53 32	77 94	2,465 43	27,428 23
Laclede	8,818 50	780 00	230 72	51 80	.....	.....	88 30	43 70	53 32	86 99	10,153 33
Lafayette	11,186 90	1,200 00	251 58	9 70	.....	.....	48 65	54 02	62 69	65 37	12,872 91
Lincoln	8,831 05	780 00	229 59	36 60	.....	921 60	79 36	131 85	77 94	102 75	16,464 25
Lincoln Branch	4,442 95	600 00	179 74	.....	.....	.....	.....	.....	.....	50 82	.....
Longfellow	7,635 75	690 00	179 97	.....	$ 55 66	.....	43 88	90 44	77 94	30 76	8,804 35
Lowell	10,027 25	840 00	182 96	9 39	.....	.....	43 17	109 40	77 94	167 80	11,457 91
Lyon	13,852 90	1,410 00	317 52	78 35	.....	.....	82 16	194 05	62 69	156 75	16,154 42
Madison — old	9,618 10	780 00	168 71	37 10	.....	.....	74 68	142 77	77 94	289 82	20,515 84
Madison — new	8,289 10	780 00	178 65	18 30	.....	.....	.....	.....	.....	60 67	.....
Marquette	16,016 65	1,620 00	502 22	51 20	.....	.....	87 70	18 54	77 94	695 59	19,069 84
Marshall	.....	275 80	138 82	.....	.....	.....	.....	.....	.....	20 53	435 15
Meramec	5,680 70	630 00	261 85	1 90	.....	.....	42 04	16 00	62 69	65 90	6,761 08
Monroe	13,005 30	1,675 00	439 06	28 50	.....	.....	93 25	33 06	77 94	401 74	15,753 85
Mount Pleasant	5,835 05	832 90	291 69	25 00	53 60	20 00	137 78	132 15	53 32	222 39	7,603 38
Oak Hill	6,618 40	870 00	178 00	.....	35 49	.....	48 34	57 45	62 69	624 18	8,489 55
O'Fallon	9,971 20	900 00	257 57	9 20	.....	.....	89 87	39 30	53 32	271 67	11,592 13
Peabody	14,150 75	1,320 00	304 88	4 00	.....	.....	46 66	150 79	77 94	121 18	16,176 20
Penrose	12,971 40	1,260 00	325 32	19 70	.....	.....	107 07	138 35	77 94	213 78	15,113 56

Pestalozzi	9,021 30	780 00	190 63	30 50			80 30	18 80	47 32	103 61	10,272 46
Pope	17,192 10	1,443 85	295 11	34 50		30 00	102 16	100 15	77 94	185 03	19,460 84
Riddick	15,476 90	1,787 50	365 22	21 80			142 59	135 65	77 94	460 84	18,468 44
Rock Spring	6,347 75	780 00	326 83				51 89	31 10	53 32	283 05	7,873 94
Roe	5,769 95	600 60	149 52				38 24	34 06	77 94	65 30	6,735 01
Shaw	8,977 15	802 50	247 28	7 30	58 38		59 79	23 95	62 69	343 67	10,582 71
Shepard — new	7,275 45	660 00	177 27	10 12			100 36	16 85	77 94	1,358 60	17,347 71
Shepard — old	6,655 10	780 00	97 56	3 00						135 46	
Sherman	13,409 55	1,670 95	438 39	31 00			86 14	80 72	77 94	411 69	16,206 38
Shields	16,209 35	1,615 00	382 20	65 00			187 12	363 60	77 94	341 55	19,241 76
Stoddard	16,602 50	1,700 00	338 70	55 74			89 08	25 65	77 94	1,598 81	20,488 42
Walnut Park	1,801 40	360 00	70 92		8 58	300 00	16 85	5 30	47 32	9 03	2,618 90
Washington	9,659 70	880 00	309 34	27 40			60 54	27 80	62 69	306 14	11,303 61
Webster	17,217 65	1,620 00	344 64	64 00			127 95	194 00	77 94	206 21	19,852 39
Sumner High	12,337 70	1,252 50	163 80	63 68			36 91	17 10		332 92	14,804 61
Aldridge	699 25	240 00	42 59				5 70	1 95	29 55	12 66	1,031 70
Attucks	5,505 50	600 00	133 15	15 00			24 94	73 42	77 94	46 61	3,476 56
Banneker	6,354 90	660 00	210 46				32 76	79 90	77 94	56 20	7,472 16
Belt Av	700 00	180 00	29 21			144 00	5 81	2 05	29 55	97	1,091 09
Delaney	4,250 80	532 50	89 26	5 80			31 36	26 30	77 94	219 54	5,233 50
Dessalines	7,079 00	720 00	139 07	32 10			43 58	24 21	77 94	62 99	8,178 89
Dumas	14,267 60	1,320 00	291 93	104 90			106 15	130 33	77 94	277 37	16,576 22
Garnett	1,901 80	360 00	52 28				12 54	11 25	62 69	12 24	2,412 80
L'Ouverture	14,093 75	1,590 00	353 28	133 95			135 06	152 38	77 94	314 60	16,850 98
Simmons	8,111 80	780 00	264 17	5 10			57 09	195 05	77 94	173 31	9,664 46
Vashon	1,230 00	240 00	54 62				13 49	4 40	53 32	26 90	1,622 73
Wheatley	5,617 40	600 00	197 90				40 08	154 18	77 94	232 06	6,919 56
SUPERVISION:—											
Music	5,910 00										5,910 00
Drawing	5,545 00										5,545 00
Kindergarten	4,352 95										4,352 95
Primary Supervision	4,197 00										4,197 00
Physical Culture	5,943 55										5,943 55
Total — Day Schools	$1,061,722 93	$106,175 10	$24,918 83	$3,556 18	$366 84	$2,581 60	$6,431 54	$7,340 75	$6,045 91	$28,831 75	$1,247,974 43
Evening Schools	10,469 05	677 90					902 04				12,048 99
Grand totals	$1,072,191 98	$106,853 00	$24,918 83	$3,556 18	$366 84	$2,581 60	$7,333 58	$7,340 75	$6,045 91	$28,831 75	$1,260,020 42

(* The expenditures for furniture, reconstruction and repairs are omitted from this statement for the reason that they are reported in detail by the Commissioner of School Buildings.)

Respectfully submitted,

C. L. HAMMERSTEIN,
Secretary and Treasurer.

ANNUAL REPORT OF THE AUDITOR FOR YEAR 1900–1901.

To the Board of Education of the City of St. Louis:

GENTLEMEN: I herewith submit the annual report of the Auditor for the fiscal year ending June 30th, 1901, together with: —

I. Balance sheet showing the receipts and expenditures in each fund during the fiscal year ending June 30th, 1901, and showing also the ledger balances on said date.

II. Real estate and improvements for school purposes belonging to the Board, June 30th, 1901.

III. Rent bills have been placed in the hands of the Secretary and Treasurer, and the amount paid by him into the treasury on that account as per statement.

In submitting this report I would state that all bills presented for payment were carefully and critically examined and none were paid until I was entirely satisfied that the prices charged were just and reasonable. When in doubt, a personal inspection of the work done, or material furnished, was made before bill was approved.

During the year I made two examinations of the principals' accounts, and compared results with the books of the Supply Commissioner, which showed that prompt settlements had been made by the principals to the supply department.

BALANCE SHEET FOR THE YEAR ENDING JUNE 30, 1901.

	Ledger Balances.		General Fund.		Permanent Fund.		Permanent Insurance Fund.		Schopp Bequest & Tchrs' Annuity Fds.	
	Cr.	Dr.	Expenditures.	Receipts.	Expenditures.	Receipts.	Expenditures.	Receipts.	Expenditures.	Receipts.
ASSETS.										
Athletic Building	$680 00									
Bills Receivable — General Fund	1,500 00									
Board of Education Building	397,786 10									
Board of Education Building Site	143,123 98									
Certificate of Deposit	9,000 00						$ 9,000 00			
City Collector — Taxes 1899 and Prior	253,512 80			$167,797 54						
City Collector — Taxes 1900	145,816 53			1,277,277 56						
German Svgs. Inst. — General Fund	266,330 34									
" " " — Permanent Fund	346 47									
" " " — Perm. Ins. Fund	731 63									
" " " — Schopp Bequest Fd.	79 24									
Real Estate — Leased and Unleased	976,953 55					$10,000 00				
Real Estate for School Purposes	5,886,770 42									
Secretary & Treasurer — Rent Bills	3,789 14			71,779 31						
" " — Special Tax Bills.	277 54			42 50						
St. Louis & San Francisco R. R. Bonds —										
(Permanent Insurance Fund)	14,137 50									
(Schopp Bequest Fund)	942 50									
Text-books	15,849 14		$59,814 73	59,531 59						
Warehouse — (Old Sumner High School)	90,000 00									
Warehouse — (Old Jackson School)	23,750 00									
LIABILITIES.										
Contracts — new school buildings		$175,553 40	293,398 67							
Contracts — Permanent Fund		4,448 90			$2,078 39					
REVENUE.										
Fines						6,310 41				
Forfeiture of Earnest Money				200 00						
Interest on Bonds								$600 00		$40 00
Interest on Bills Receivable				105 00						
Interest on Current Deposits				13,521 43				232 62		1 61
Judgment for Default of Contract				254 33						
Kindergarten Supplies			5,520 12	6,047 85						
Merchants Tax				157,693 13						
Railroad Tax				92,407 75						
State School Fund				160,558 65						
Street Opening Damages				56 25						
Surplus Commissions on Taxes				826 16						
Tuition				1,367 00						

EXPENDITURES.										
Blackboards			8,333 43							
Contingent Fund — Dept. of Buildings			300 00	272 68						
" " — Dept. of Finance			300 00	161 11						
" " — Dept. of Instruction			327 00							
Domestic science and manual training			4,892 47	200 00						
Examining books			250 00							
Expense			18,138 46							
Fire damages							11,235 28			
Fuel			24,959 24							
Fuel inspection			153 15							
Furniture			15,602 25	385 90						
Gas, electric light and power			10,201 02							
Insurance			3,457 40							
Miscellaneous permanent improvements		56 00	1,444 15							
Planting trees			1,271 73							
Portable buildings			14,285 89							
Printing			6,471 47							
Prizes									40 00	
Reconstruction			74,162 22							
Rent			2,581 60							
Repairs			52,316 06	182 65						
Salaries — janitors			120,051 80							
" — officers			51,858 80							
" — teachers			1,072,191 98	289 80						
School sites			21,339 14							
Street sprinkling			914 03							
Superintendence of buildings			5,642 24							
Supplementary reading			5,995 74							
Supplies			25,499 21							
Taxes — special			4,300 57							
Taxes — general			320 44							
Text-books			7,468 99							
Transfer — General Fund					15,500 00			5,000 00	10,387 95	
Vault cleaning			366 84							
Water license			10,228 50							
TO BALANCE.										
Miscellaneous										
Permanent Fund	4,102 43			15,500 00						
Permanent Insurance Fund		23 916 50	5,000 00							
Schopp Bequest Fund		1,021 74								
St. Louis Public School Account		8,030,482 77								
Teachers' Annuity Fund				10,367 95						
Totals	$8,235,479 31	$8,235,479 31	$1,929,354 34	$2,037,026 14	$17,578 39	$16,310 41	$20,235 28	$5,832 62	$10,407 95	$ 41 61
Cash in treasury July 1, 1900				158,658 54		1,614 45		15,134 29		10,445 58
Cash in treasury June 30, 1901			266,330 34		346 47		731 63		79 24	
Grand totals			$2,195,684 68	$2,195,684 68	$17,924 86	$17,924 86	$20,966 91	$20,966 91	$10,487 19	$10,487 19

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1901.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund to Which Site Belongs.
High	Grand, near Bell av	$370,530 10	$38,500 00	$409,030 10	General.
Adams	Norfolk, between Tower Grove and Vista avs	93,406 42	3,850 00	97,256 42	"
Ames	Hebert and Fourteenth sts	89,113 68	10,100 00	99,213 68	"
Arlington	Burd, near Cote Brilliante av	104,778 44	3,360 00	108,138 44	"
Ashland	Newstead and Sacramento avs	66,238 14	2,590 00	68,828 14	"
Baden	Church Road and Bittner st	20,965 49	835 00	21,800 49	"
Bates	Spring av. and North Market st	51,974 92	6,480 00	58,454 92	"
Benton	King's Highway and St. Louis av	61,573 10	4,271 90	65,845 00	"
Blair	2707 Rauschenbach av	86,244 50	9,320 00	95,564 50	"
Blow	Virginia and Loughborough avs	45,345 51	4,950 00	50,295 51	"
Bryan Hill	2041 John av	51,617 64	4,000 00	55,617 64	"
Carondelet	Minnesota av. and Hurck st	36,335 02	1,800 00	38,135 02	"
Carr	Fifteenth and Carr sts	18,235 86	5,320 00	23,555 86	"
Carr Lane	Twenty third and Carr sts	43,654 37	6,750 00	50,404 37	"
Carr Lane Pr'y	Twenty-third and Carr sts	8,675 00	2,620 00	11,295 00	"
Carroll	Tenth and Carroll sts	48,595 01	11,200 00	59,795 01	"
Charless	2226 Shenandoah st	96,559 03	5,000 00	101,559 03	"
Chouteau	Ewing av. and Rutger st	76,188 33	6,910 00	83,098 33	"
Clay	Eleventh and Farrar sts	73,432 35	10,000 00	83,432 35	"
Clifton Heights	Magnolia av. and Old Manchester Road	28,465 58	3,000 00	31,465 58	"
Clinton	Grattan and Hickory sts	38,988 60	10,170 00	49,158 60	"
Clinton Branch	Grattan st. bet. Park av. and Hickory sts	32,138 91	6,250 00	38,388 91	"
Columbia	Garrison and St. Louis avs	100,682 71	6,500 00	107,182 71	"
Compton	Henrietta st. and Theresa av	8,000 00	3,750 00	11,750 00	"
Cote Brilliante	Kennerly and Cora avs	69,226 99	8,384 00	77,610 99	"
Crow	Bell and Channing avs	52,626 55	16,475 00	69,101 55	"
Des Peres	Michigan av. and Iron st	32,499 78	2,890 00	35,389 78	"
Divoll	Dayton st. and Glasgow av	45,549 40	10,000 00	55,549 40	"
Douglas	Eleventh and Howard sts	38,371 40	4,840 00	43,211 40	"
Dozier	Goodfellow and Maple avs	120,444 33	17,750 00	138,194 33	" & Perm.
Eads Av.	Eads and Texas avs	3,339 14	3,000 00	6,339 14	"
Eliot	Glasgow and Florissant avs	110,547 57	8,750 00	119,297 57	"
Ellendale	Belle Glade av. and North Market st	50,000 00	5,601 00	55,601 00	"
Emerson	Page and Arlington avs	.....	15,000 00	15,000 00	"
Field	Olive street, near Taylor av	123,600 38	23,250 00	146,850 38	" & Perm.
Franklin	Lucas av. and Seventeenth st	32,700 00	8,040 00	40,740 00	"

Fremont	Wisconsin av. bet. Lynch and Pestalozzi sts	93,520 74	11,550 00	105,070 74	Permanent.
Froebel	Nebraska av. and Winnebago st	54,227 90	3,750 00	57,977 90	General.
Gardenville	Gravois Road and King's Highway	12,677 92	1,500 00	14,177 93	"
Garfield	Jefferson av. and Wyoming st	81,916 39	6,390 00	88,306 39	"
Grant	Pennsylvania av. and Crittenden st	42,420 40	5,165 92	47,586 32	"
Gratiot	Manchester Road, near Billon av	43,472 42	2,700 00	46,172 42	"
Gravois	Gravois av. and Wyoming st	16,427 05	2,025 00	18,452 05	"
Hamilton	Twenty-third and Dickson sts	40,000 00	4,000 00	44,000 00	Permanent.
Harrison	Green Lea pl. and Fair av	59,498 05	5,257 25	64,755 30	General.
Hodgen	Henrietta st. and California av	91,312 17	10,125 00	101,437 17	"
Humboldt	Third st., near Russell av	58,325 40	8,925 00	67,250 40	" & Perm.
Irving	3829 N. Twenty-fifth st	83,188 00	8,750 00	91,938 00	"
Jackson (new)	Madison and Hogan sts	98,051 26	10,750 00	108,801 26	"
Jefferson	Ninth and Wash sts	91,541 69	12,900 00	104,441 69	"
Laclede	Sixth and Poplar sts	36,000 00	25,000 00	61,000 00	"
Lafayette	Ann av. near Ninth st	45,349 72	4,500 00	49,849 72	"
Lincoln	2221 Eugenia st	36,452 42	13,750 00	50,202 42	"
Lincoln Branch	Walnut and Twenty-third sts	20,110 50	*	20,110 50	"
Longfellow	Ivanhoe and Smiley avs	31,551 25	2,000 00	33,551 25	"
Lowell	Adelaide av. and Belleview st	45,639 26	2,625 00	48,264 26	"
Lyon	Ninth and Pestalozzi sts	55,000 00	9,000 00	64,000 00	Permanent.
Madison (old)	Seventh and La Salle sts	36,435 43	6,750 00	43,185 43	General.
Madison (new)	Seventh, near Hickory st	30,398 05	8,880 00	39,278 05	"
Mann	Juniata St. and Oak Hill av	4,620 00	4,000 00	8,620 00	"
Meramec	Meramec st. and Iowa av	15,147 40	2,020 00	17,167 40	"
Marquette	McPherson av. bet. Vandeventer av. and Sarah st	100,844 42	24,000 00	124,844 42	"
Marshall	Lucky st. bet. Pendleton and Newstead avs	87,540 95	5,676 16	93,217 11	"
Monroe	Missouri av. and Broadway	105,219 23	11,000 00	116,219 23	"
Mt. Pleasant	Nebraska av. and Neosho st	65,553 80	2,625 00	68,178 80	"
Oak Hill	Tholozon av. near Morgan Ford Road	8,000 00	2,090 00	10,090 00	"
O'Fallon	1409 North Fifteenth st	46,765 00	5,775 00	52,540 00	Permanent.
Peabody	Carroll and 18th sts	63,379 47	10,090 00	73,469 47	General.
Penrose	2824 Madison st	72,177 59	6,125 00	78,302 59	"
Pestalozzi	Seventh and Barry sts	36,612 26	7,200 00	43,812 26	"
Pope	Laclede and Ewing avs	75,205 26	7,815 00	83,020 26	"
Riddick	Evans av. and Whittier st	95,715 28	9,140 00	104,855 28	Permanent.
Rock Spring	Sarpy, near Hawk av	41,225 83	2,500 00	43,725 83	General.
Roe	Mitchell, near Prather av	37,934 43	1,870 00	39,804 43	"
Shaw	Old Manchetter road and King's Highway	19,539 32	900 00	20,439 32	"
Shepard (old)	Marine av., near Miami st	20,000 00	4,000 00	24,000 00	"
Shepard (new)	Salena, near Miami st	30,000 00	4,000 00	34,000 00	"
Sherman	Flad, bet. Vandeventer and Lawrence avs	95,005 37	8,250 00	103,255 37	"
Shields	Seventh, bet. Carr and Biddle sts	70,709 82	8,400 00	79,109 82	"
Stoddard	Lucas and Ewing avs	72,124 97	19,625 00	91,749 97	"
Washington	Euclid, near Fountain av	59,899 71	8,100 00	67,999 71	"

* Leased.

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1901.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund to Which Site Belongs.
Webster	Eleventh and Clinton sts	$70,000 00	$10,000 00	$80,000 00	General.
Wyman	Theresa av. bet. Eads and St. Vincent avs	51,100 00	16,000 00	67,100 00	"
Sumner High	Fifteenth and Walnut sts	36,000 00	18,750 00	54,750 00	"
Aldridge	Switzer and Christian avs	5,122 00	1,000 00	6,122 00	"
Attucks	Eighth and Barry sts	16,082 31	4,000 00	20,082 31	"
Banneker	Montgomery st. and Leffingwell av	18,268 15	2,000 00	20,268 15	"
Delany	6138 Virginia av	6,798 00	5 285 00	12,083 00	"
Dessalines	1745 N. Twelfth st	20,000 00	7,625 00	27,625 00	"
Dumas	1418 Lucas av	52,917 13	8,000 00	60,917 13	"
Garnett	Bulwer av., near Adelaide av	6,000 00	2,250 00	8,250 00	"
L'Ouverture	2612 Papin st	55,468 14	6,500 00	61,968 14	"
Simmons	4234 St. Louis av	42,746 29	3,400 00	46,146 29	"
Vashon	Sulphur av., near Manchester Road	4,200 00	380 00	4,580 00	"
Wheatley	Papin st., near Boyle av	28,271 78	3,000 00	31,271 78	"
Vacant	Shenandoah st	.....	13,500 00	13,500 00	"
Vacant	Thrush and Theodora avs	.....	1,725 00	1,725 00	"
Athletic Building	Forest Park	680 00	.....	680 00	"
	Total	$5,171,034 19	$716,416 23	$5,887,450 42	

In addition to the above, the Board also owns twenty portable buildings, costing $19,701.41.

To balance of Rent Bills in hands of Secretary and Treasurer, July 1st, 1900			$2,145 21
To Rent Bills delivered to Secretary and Treasurer for collection during:			
July,	1900	$6,125 32	
August,	"	5,198 46	
September,	"	6,430 75	
October	"	6,087 52	
November,	"	5,298 46	
December,	"	6,673 21	
January,	1901	6,363 14	
February,	"	5,575 96	
March,	"	6,739 83	
April,	"	6,400 50	
May,	"	5,545 96	
June,	"	7,281 13	
		$73,720 24	
To error		3 00	73,723 24
Total			$75,868 45
By cash paid into the Treasury by Secretary and Treasurer during:			
July,	1900	$5,778 39	
August,	"	4,681 33	
September,	"	5,298 90	
October,	"	7,116 01	
November,	"	5,384 84	
December,	"	5,651 21	
January,	1901	7,001 14	
February,	"	6,263 37	
March,	"	5,732 48	

By cash paid into the Treasury by Secretary and Treasurer during:				
April,	1901		$7,206 15	
May,	"		5,860 65	
June,	"		5,804 84	
			$71,779 31	
By canceled bills			300 00	$72,079 31
Balance uncollected rent bills in hands of Secretary and Treasurer, July 1st, 1901				$3,789_14

Respectfully submitted,

J. A. LONG,

Auditor.

ANNUAL REPORT OF THE SUPPLY COMMISSIONER.

OFFICE OF THE SUPPLY COMMISSIONER,
ST. LOUIS, June 30th, 1901.

To the Board of Education of the City of St. Louis:

GENTLEMEN — The annual report of the Supply Commissioner of the Board of Education showing the business of the department for the year ending this date is respectfully submitted, as follows: —

TEXT-BOOKS, STATIONERY AND DRAWING MATERIALS.

Free books for the first four grades	$4,845 89	
Books furnished above the fourth grade	2,623 10	
Sold through principals	67,283 72	$74,752 71

SUPPLIES — GENERAL AND SPECIAL.

Furnished the Board of Education	$3,590 20	
Furnished the Schools	21,739 01	25,329 21
Supplementary reading furnished the Schools		5,995 74
Supplies furnished Kindergartens		5,520 12
Supplies furnished Manual Training and Domestic Science Schools		1,281 23

PRINTING.

Furnished the Board of Education, consisting of the Annual Report, Proceedings of the Board of Education, and printing for the several departments	$4,727 27	
Furnished the Schools	1,744 20	6,471 47

EXPENSE.

Hauling to and from the Schools	$2,103 59	
Clock repairing and cleaning	294 35	
Graduation rentals	450 00	
Piano tuning	203 00	
Freight and other incidentals	1,143 94	4,199 88

FUEL.

Furnished the Schools	24,959 24
Total expenditures	$148,459 60
Amount returned to treasury on account of sales made by principals	67,283 72
Net expenses	$81,175 88

Respectfully submitted,

WM. BRYAN,

Supply Commissioner.



HORACE MANN SCHOOL, OAK HILL AVENUE AND JUNIATA STREET.

PART II.

TABULAR STATEMENTS FOR THE YEAR 1900–1901.

TABLE A. — Showing name, dimensions and value of Schoo Buildings, size and value of Grounds.

TABLE B. — Showing character of attendance of Pupils.

TABLE C. — Showing ages of Pupils registered.

TABLE D. — Showing birthplace of Pupils.

TABLE E. — Showing enrollment and attendance of Pupils.

TABLE F. — Showing the number of Pupils in the several classes and grades.

TABLE G. — Showing enrollment and attendance of Pupils in the Kindergartens.

TABLE A

SHOWING NAME, DIMENSIONS AND VALUE OF SCHOOL BUILDINGS, SIZE AND VALUE OF GROUNDS FOR JUNE, 1901.

No. of Buildings.	NAME OF SCHOOL.	Average Number of Teachers.	When Built.	Value of Land.	Value of Buildings.	Size of Lot.	Size of Building.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Heated.
1	High	72	1893	$36,500 00	$370,530 10	193 x 307	135 x 286	5	62	Irregular	2042	Steam.
2	Adams	25	1878	3,850 00	93,406 42	132 x 160	69 x 94	2	10	26 x 28	1099	Steam.
	Adams (new)		1899			110 x 132	65 x 80	3	12	27 x 30		Steam.
2	Ames	28	1873	10,100 00	89,113 68	147 x 252	76 x 96	3	22*	27 x 29	1096	Steam.
2	Arlington	26	1899	3,360 00	104,778 44	200 x 260	93 x 129	3	†19*	28 x 32	1168	Steam.
1	Ashland	22	1873	2,590 00	66,238 14	128 x 216	40 x 60	3	18	27 x 30	900	Steam.
1	Baden	7	1900	835 00	20,965 49	108 x 125	29 x 74	3	6	27 x 30	319	Steam.
1	Bates	20	1879	6,480 00	51,974 92	120 x 216	60 x 140	2	16	27 x 30	788	Steam.
1	Benton	14	1894	4,271 90	61,573 10	150 x 253	65 x 80	3	12	27 x 30	558	Steam Fan.
2	Blair	35	1882	9,320 00	86,244 50	170 x 180	92 x 160	3	24	25 x 28	1256	Steam.
	Blair Kindergarten		1892				40 x 63	1	2*	38 x 30		
3	Blow	24	1885	4,950 00	45,345 51	245 x 295	54 x 80	3	9	24 x 28	1014	Steam.
	Blow Addition		1858				34 x 102	3	8	26 x 29		Stoves.
	Blow Kindergarten		1875				60 x 64	1	4*	26 x 28		Stoves.
1	Bryan Hill	23	1887	4,000 00	51,617 64	110 x 200	34 x 110	3	19*	27 x 30	875	Steam.
1	Carondelet	15	1871	1,800 00	36,335 02	138 x 150	65 x 86	3	12	26 x 28	695	Furnace.
1	Carr	11	1885	5,320 00	18,235 86	76 x 155	39 x 65	3	8*	25 x 29	314	Steam.
2	Carr Lane	22	1870	6,750 00	43,654 37	143 x 150	76 x 80	3	12	25 x 29	894	Steam.
	Carr Lane Branch		1875	2,620 00	8,675 00			2	6			Stoves & Fur.
1	Carroll	22	1868	11,200 00	58,595 10	140 x 150	58 x 75	3	18	26 x 29	915	Steam.
3	Charless	29	1895	5,000 00	96,559 03	120 x 240	80 x 65	3	12	27 x 30	1207	Steam Fan.
	Charless Branch		1873				48 x 55	2	4	26 x 28		
	Charless Kindergarten		1890				65 x 76	2	8*	27 x 30		
1	Chouteau	26	1894	6,910 00	76,188 33	125 x 206	87 x 115	3	†19*	25 x 32	1100	Steam.
2	Clay	27	1850	10,000 00	73,432 35	210 x 250	74 x 57	3	8	26 x 29	1083	Steam.
	Clay Branch		1891				48 x 72	2	14*	27 x 29		
1	Clifton Heights	3	1897	3,000 00	28,465 58	122 x 233	78 x 80	1	4	27 x 30	160	Fur. Fan.

2	Clinton Clinton Branch	25	1868 1877	10,178 00 6,250 00	38,968 60 32,138 91	130 x 170 125 x 181	66 x 72 72 x 108	3 2	12 10*	27 x 28 25 x 28	1134	Furnace. Steam.
1	Columbia	26	1895	6,500 00	100,682 71	125 x 129	80 x 145	3	24*	27 x 30	938	Steam Fan Stm.
1	Compton	7	1868	3,750 00	8,000 00	136 x 150	33 x 53	2	†4	24 x 28	376	Furnace.
2	Cote Brilliante	28	1870	8,384 00	69,226 99	290 x 318	65 x 112	3	†18	27 x 30	1203	Steam.
2	Crow Crow Branch	21	1880 1889	16,475 00	52,626 55	202 x 276	67 x 130 65 x 93	2 2	13 6*	27 x 29 27 x 29	933	Steam. Steam.
1	Des Peres	10	1873	2,890 00	32,499 78	145 x 160	80 x 94	2	8	27 x 30	384	Steam.
2	Divoll	23	1872	10,000 00	45,549 40	118 x 200	76 x 80	3	20*	26 x 29	946	Steam.
1	Dodier (rented)	9						2	8	24 x 28	465	Stoves.
1	Douglas	16	1870	4,840 00	38,371 40	121 x 125	76 x 80	3	12	27 x 30	589	Steam.
1	Dozier	22	1900	17,750 00	120,444 33	155 x 190	82 x 174	2	21*	27 x 30	1067	Steam Fan.
1	Eads Avenue Training		B't 1900	3,000 00	3,389 14	100 x	90 x 46	2	6	Irregular.		Steam.
1	Eliot	24	1899	8,750 00	110,547 57	178 x 287	103 x 143	3	20*	26 x 33	1008	Steam Fan Stm.
2	Elleardville	28	1873	5,601 00	50,000 50	135 x 192	89 x 94	3	†18	24 x 28	957	Steam.
1	Eugene Field	20	1900	23,250 00	123,500 38	250 x 155	164 x 123	3	22	27 x 32	943	Steam Fan.
2	Franklin Franklin Kindergarten	18	1857 1876	8,040 00	32,700 00	134 x 140	70 x 100 30 x 54	3 1	12 2*	27 x 29 28 x 26	781	Furnace. Stoves.
1	Fremont	25	1897	11,550 00	93,520 74	128 x 157	80 x 110	3	19*	27 x 30	910	Steam Fan.
1	Froebel	14	1899	3,750 00	54,227 90	125 x 129	65 x 80	3	12*	27 x 30	546	Steam Fan.
1	Gardenville	2	1897	1,500 00	12,677 93	Irregular.	34 x 80	1	2	27 x 31	103	Furnace.
3	Garfield Garfield Addition. Garfield Kindergarten	27	1882 1893 1890	6,390 00	81,916 39	150 x 249	64 x 69 34 x 62 33 x 45	3 2 2	†12 8* 2	26 x 29 27 x 30 26 x 30	1071	Steam.
1	Grant	16	1893	5,165 92	42,420 40	128 x 200	32 x 58	3	12	27 x 30	616	Steam.
1	Gratiot	11	1899	2,700 00	43,472 42	150 x 269	85 x 107	2	10	25 x 28	452	Steam.
1	Gravois	5	1867	2,025 00	16,427 05	85 x 125	35 x 53	2	4	25 x 30	262	Furnace.
2	Hamilton	16	1859	4,000 00	40,000 00	133 x 166	82 x 58	2	14*	24 x 30	692	H. W. & Stoves.
1	Harrison	10	1900	5,257 25	59,498 05	110 x 310	75 x 78	3	12*	27 x 30	614	Steam Fan.
1	Hodgen	29	1884	10,125 00	91,312 17	135 x 255	63 x 193	3	25*	25 x 30	1326	Steam.
3	Humboldt Humboldt Add. and Kg.	25	1870 1882	8,925 00	58,325 40	157 x 186	76 x 80 40 x 60	3 3	12 8*	27 x 30 25 x 28	583	Steam.
2	Irving Irving Addition	80	1871 1893	8,750 00	83,188 00	128 x 250	76 x 80 33 x 64	3 2	21 4*	27 x 32 27 x 30	1309	Steam.
1	Jackson	25	1899	10,750 00	98,051 26	110 x 217	103 x 254	3	20*	28 x 32	1008	Steam Fan Stm.
2	Jefferson Jefferson (new)	38	1872 1896	12,900 00	91,541 69	132 x 216	51 x 65 42 x 62	3 3	14* 12	24 x 28 27 x 30	1205	Steam. Steam Fan.
1	Laclede	17	1870	25,000 00	36,000 00	125 x 128	68 x 76	3	12	27 x 30	580	Steam.
2	Lafayette Lafayette Branch	20	1888 1892	4,500 00	45,349 72	140 x 150	50 x 80 33 x 73	3 2	12 4*	24 x 30 27 x 30	810	Furnace.
2	Lincoln Lincoln Branch	23	1867 1878	13,750 00 Leased.	36,452 42 20,110 50	120 x 150	66 x 72 32 x 58	3 2	12 8*	27 x 36 26 x 28	1075	Steam.
1	Longfellow	12	1891	2,000 00	31,551 25	200 x 200	65 x 80	2	10	26 x 28	521	Steam.
1	Lowell	17	1882	2,625 00	45,639 26	150 x 236	76 x 94	3	13	27 x 30	636	Steam.
3	Lyon Lyon Branch and Kg.	23	1868 1882	9,000 00	55,000 00	124 x 225	66 x 71 34 x 42	3 2	12 8*	27 x 28 26 x 28	1024	Furnace. Hot water.

TABLE A. — *Continued.*

SHOWING NAME, DIMENSIONS AND VALUE OF SCHOOL BUILDINGS, SIZE AND VALUE OF GROUNDS FOR JUNE, 1901.

No. of Buildings.	NAME OF SCHOOL.	Average Number of Teachers.	When Built.	Value of Land.	Value of Buildings.	Size of Lot.	Size of Building.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Heated.
....	Mann	....	1900	$4,000 00	$4,620 00	.....	.....	.....	.....	.....	.....	.....
2	Madison	29	1855	6,750 00	36,435 43	100 x 134	64 x 70	3	12	26 x 32	1379	Steam.
	Madison (new)		1878	8,800 00	30,398 05	148 x 150	40 x 100	2	13*	26 x 28		Steam.
....	Marshall	....	1900	5,676 16	87,540 95	.....	.....	.....	.....	.....	.....	.....
1	Marquette	26	1892–94	24,000 00	100,844 42	143 x 255	73 x 90	3	24*	26 x 30	1163	Steam Fan.
2	Meramec	10	1870	2,020 00	15,147 40	125 x 135	32 x 58	2	9*	24 x 30	398	Furnace.
1	Monroe	23	1899	11,000 00	105,219 23	217 x 284	91 x 152	3	20*	25 x 32	1006	Steam Fan.
1	Mount Pleasant	11	1900	2,625 00	65,553 80	125 x 175	78 x 80	3	12	27 x 30	615	Steam Fan.
1	Oak Hill	12	1870	2,000 00	8,000 00	207 x 189	30 x 64	2	†6	Irregular	570	Fur. & Stoves.
....	Oak Hill Branch	....	.....	.....	.....	162 x 218	.....	.....	.....	.....	.....	.....
2	O'Fallon	16	1870	5,775 00	46,765 00	127 x 192	66 x 72	3	14	27 x 30	650	Steam.
	O'Fallon Branch		1870				33 x 75	2	2*	26 x 28		
2	Peabody	24	1872	10,090 00	63,379 47	120 x 278	72 x 96	3	18	27 x 28	1120	Steam.
	Peabody Kindergarten		1872				35 x 60	1	2*	30 x 26		
1	Penrose	21	1868–94	6,125 00	72,177 59	140 x 175	33 x 80	3	18*	27 x 30	850	Steam.
1	Pestalozzi	16	1870	7,200 00	36,612 36	90 x 140	76 x 80	3	12	27 x 30	660	Steam.
1	Pope	29	1872	7,815 00	75,205 26	130 x 131	65 x 71	3	25*	27 x 30	1205	Steam.
1	Riddick	25	1889–94	9,140 00	95,715 28	153 x 229	65 x 110	3	†22*	27 x 30	1147	Steam Fan.
1	Rock Spring	11	1899	2,500 00	41,225 83	125 x 150	91 x 106	2	10*	25 x 32	448	Steam Fan.
1	Roe	10	1888	1,870 00	37,934 43	187 x 236	41 x 59	2	8	25 x 28	326	Steam.
1	Shaw	16	1870–98	900 00	19,539 32	¾ acre	55 x 57	2	†13*	27 x 30	645	Furnace.
2	Shepard	22	1859	4,000 00	20,000 00	100 x 160	32 x 58	2	12	24 x 30	900	Stoves.
	Shepard (new)		1889	4,000 00	30,000 00	100 x 175	39 x 74	3	8*	Irregular		Steam.
1	Sherman	21	1899	8,250 00	95,005 37	123 x 300	90 x 152	3	20*	25 x 33	992	Steam Fan.
1	Shields	32	.....	8,400 00	70,709 82	120 x 128	74 x 116	3	20*	27 x 28	971	Steam.
2	Stoddard	23	1873	19,625 00	72,124 97	135 x 283	72 x 96	3	12	26 x 30	1079	Steam.
	Stoddard Branch		1878				54 x 75	2	13*	25 x 28		
1	Walnut Park (rented)	3	.....	.....	.....	.....	.....	1	†2	.....	137	Stoves

1	Washington	15	1893	8,100 00	59,899 71	180 x 180	64 x 80	3†	12	27 x 30	669	Steam.
2	Webster Webster (new)	80	1866 1870	10,000 00	70,000 00	1½ acres.	50 x 80 48 x 92	3 3	12 13*	27 x 30 27 x 30	1262	Hot water. Hot W. & Fur.
....	Wyman	....	1900	16,000 00	51,100 00	.....	.....	....	....	.....	....	
1	Sumner High	10	1859	18,750 00	36,000 00	125 x 150	56 x 72	3	†12	26 x 29	877	Steam.
1	Aldridge	1	1892	1,000 00	5,122 00	125 x 200	33 x 42	1	1	20 x 30	85	Furnace.
1	Attucks	10	1897	4,000 00	16,082 31	60 x 142	40 x 68	3	12*	Irregular.	421	Furnace.
1	Banneker	11	1885	2,000 00	18,268 15	100 x 136	38 x 64	3	9	25 x 30	868	Steam.
1	Belt Avenue (rented)	1	.....	.....	.....	.....	.....	1	1	16 x 34	...	Stove.
1	Delany	8	1873	5,285 00	6,798 00	150 x 193	28 x 61	2	†4	Irregular.	276	Furnace.
2	Dessalines Dessalines Branch	12	1871 1889	7,625 00	20,000 00	150 x 152	35 x 48 46 x 60	2 2	6 4	18 x 30 28 x 30	428	Steam.
1	Dumas	24	1895	8,000 00	52,917 13	100 x 147	57 x 94	3	19*	25 x 30	835	Steam Fan.
1	Garnett	3	.....	2,250 00	6,000 00	150 x 150	Irregular	1	3	Irregular.	136	Stoves.
3	L'Ouverture	2	1895	6,500 00	55,468 14	131 x 144	58 x 132	3	18	27 x 30	838	Steam Fan.
1	Simmons	16	1899	3,400 00	42,746 29	160 x 200	91 x 106	2	10*	25 x 32	448	Steam Fan.
1	Vashon	2	1892	380 00	4,200 00	63 x 172	33 x 45	1	2	28 x 30	64	Furnace.
1	Wheatley	11	1895	3,000 00	28,271 78	75 x 120	64 x 80	2	8	27 x 30	359	Steam.
....	No. of Special Teachers	40	.....	.....	.....	.....	.....	..	..	.....	.....	.....
	Total	1684	.... ..	$686,119 23	$5,180,254 38	.....	.....	..	1391	.....	67,367	.....

† Portable Buildings.

During the year 1900-1 Portable Buildings were located on the sites of the following schools: —

Arlington	4	Portable Buildings.
Chouteau	2	" "
Compton	2	" "
Cote Brilliante	4	" "
Elleardville	1	" "
Garfield	1	" "
Oak Hill Branch	5	" "
Riddick	1	" "
Shaw	1	" "
Walnut Park	1	" "
Sumner High	1	" "
Delany	2	" "

Each building contains one room 25x37; heated by furnaces.

* Kindergarten consists of one large double room and is counted as two rooms.

TABLE B.

SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1900–1901.

NAMES OF SCHOOLS.	PUPILS ATTENDING — DAYS.											Total Attending.	Not Absent.	Not Tardy.	No. of Cases of Tardiness	Readmitted.	Transferred to Other Schools.	Total Enrolled.
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20							
High	354	836	55	48	37	257	274	69	37	59	47	2073	599	1317	2054	363	.....	2073
Adams	13	373	250	146	99	70	65	58	70	74	76	1294	22	1106	319	847	88	1382
Ames	48	583	195	111	64	38	56	44	52	57	50	1298	52	1186	181	625	159	1457
Arlington	30	575	246	144	78	70	92	57	62	52	53	1459	56	1408	327	724	116	1575
Ashland	48	436	262	193	120	59	34	33	41	33	30	1289	51	1210	268	470	70	1359
Baden	2	93	54	30	22	15	9	7	24	6	10	272	8	201	197	206	82	304
Bates	20	290	190	85	71	62	40	41	35	50	10	894	20	880	234	553	104	998
Benton	11	268	126	60	34	23	28	24	36	35	29	674	21	589	135	310	69	743
Blair	76	777	248	118	60	58	70	43	74	48	50	1622	144	1375	347	722	86	1708
Blow	24	476	225	109	52	65	48	45	51	37	53	1185	46	1162	269	597	91	1276
Bryan Hill	74	562	142	74	50	27	36	30	36	20	26	1077	82	1056	39	498	55	1132
Carondelet	15	260	104	71	47	39	34	38	63	61	53	785	24	654	100	715	57	842
Carr	4	137	62	56	25	34	50	23	33	25	18	467	14	387	91	207	76	543
Carr Lane	18	254	153	114	101	66	68	63	61	57	35	990	20	871	394	545	125	1115
Carroll	30	388	281	117	66	43	42	33	55	33	48	1136	34	1181	197	560	119	1255
Charless	95	676	239	120	77	47	63	35	49	49	23	1473	121	1319	254	737	98	1571
Chouteau	25	529	197	117	84	62	46	66	45	64	54	1289	33	1159	656	336	121	1410
Clay	69	624	213	90	63	62	42	31	66	52	57	1369	71	1290	89	662	115	1484
Clifton Heights	1	47	31	17	13	8	7	6	4	6	4	144	2	139	77	100	25	169
Clinton	16	463	248	131	57	62	48	51	54	68	48	1246	38	1076	490	642	128	1374
Columbia	40	558	224	129	54	51	48	39	39	34	51	1267	42	977	470	675	92	1359
Compton	9	144	58	29	11	10	21	18	15	13	8	336	15	306	46	220	55	391
Cote Brilliante	33	630	246	112	88	55	69	41	53	59	49	1435	35	1252	351	988	117	1552
Crow	11	463	220	95	62	57	82	54	51	38	57	1190	23	1078	347	645	140	1330
Des Peres	15	192	91	29	18	11	21	12	14	19	9	431	22	384	67	388	57	488
Divoll	33	410	196	105	54	46	44	33	37	24	50	1032	38	730	848	530	105	1137
Dodier	22	242	99	46	16	26	16	12	20	11	3	513	22	524	30	420	57	570
Douglas	22	231	134	80	54	49	42	45	32	48	53	790	22	665	279	409	81	871

Dozier	11	564	231	115	64	41	85	45	41	56	48	1301	20	977	723	530	53	1354
Eliot	31	505	202	95	92	42	61	42	58	31	29	1188	37	1113	148	509	81	1272
Elleardville	1	247	404	168	83	56	54	46	45	54	90	1248	26	1015	236	519	92	1340
Field	9	327	118	51	32	39	154	58	38	23	10	859	25	687	285	336	32	891
Franklin	4	190	126	87	57	52	47	56	66	80	86	851	12	639	478	421	97	948
Fremont	32	580	221	102	45	85	42	29	37	24	15	1162	35	1141	25	603	140	1302
Froebel	10	251	108	50	26	16	14	18	17	8	11	529	10	503	41	251	78	602
Gardenville	.....	19	24	7	10	3	3	.....	5	.....	4	75	.....	54	47	43	1	76
Garfield	40	689	183	95	61	63	52	36	37	28	18	1252	53	1269	84	614	69	1321
Grant	32	323	86	74	27	36	48	40	22	34	9	731	107	631	149	333	49	780
Gratiot	6	185	112	48	21	28	24	37	30	29	18	538	8	415	309	322	31	569
Gravois	2	111	49	14	12	5	5	.....	5	4	2	209	3	191	25	154	40	249
Hamilton	10	205	106	64	34	34	25	37	32	29	34	610	15	462	295	219	74	684
Harrison	2	199	44	52	39	34	22	25	37	36	15	506	3	397	65	308	43	548
Hodgen	31	703	231	118	64	59	80	55	56	43	48	1488	56	1410	199	759	82	1570
Humboldt	56	541	213	110	46	50	70	48	62	52	71	1319	456	1385	56	665	109	1428
Irving	53	716	241	89	85	50	70	33	55	42	40	1474	69	1387	202	675	81	1555
Jackson	26	543	221	110	75	59	55	48	58	54	58	1307	26	1159	266	682	107	1414
Jefferson	18	550	70	108	99	57	44	53	81	72	75	1427	39	1378	44	643	146	1573
Laclede	11	169	117	58	37	27	36	28	64	21	54	620	13	405	274	342	72	692
Lafayette	28	397	190	70	47	37	36	25	31	27	23	911	33	846	124	491	120	1031
Lincoln	25	876	189	106	80	58	67	44	73	60	96	1174	22	148	201	682	145	1319
Longfellow	5	193	119	60	30	16	34	26	15	20	28	546	6	500	70	363	41	587
Lowell	65	813	110	98	30	13	10	23	40	39	27	768	98	709	65	431	89	807
Lyon	36	548	178	99	67	42	45	39	27	34	59	1174	47	1125	76	621	134	1308
Madison	73	694	266	132	84	80	62	65	72	47	55	1630	84	1687	172	682	154	1784
Marquette	7	548	208	101	72	73	53	30	43	35	19	1189	23	740	910	537	393	1582
Meramec	8	162	60	54	23	11	20	10	17	22	23	410	13	273	66	190	54	464
Monroe	38	576	224	88	53	63	38	39	35	24	26	1204	57	1135	63	515	104	1308
Mount Pleasant	15	224	71	29	21	22	19	10	23	23	11	468	17	434	46	493	25	493
Oak Hill	6	166	86	57	33	16	18	15	15	23	14	449	8	389	208	232	29	478
O'Fallon	17	280	129	85	57	63	42	57	55	72	56	913	32	907	80	454	74	987
Peabody	20	541	252	111	89	59	62	34	45	50	63	1326	22	1037	597	730	131	1457
Penrose	30	324	163	96	57	40	39	37	40	34	23	883	53	59	65	860	73	956
Pestalozzi	26	321	133	75	41	30	37	37	41	38	48	827	27	900	165	432	132	959
Pope	34	622	283	143	79	72	107	72	84	82	36	1614	46	1549	187	860	149	1763
Riddick	24	561	224	114	86	56	53	46	105	74	14	1357	45	1186	217	712	147	1504
Rock Spring	15	223	95	51	32	21	30	26	33	27	25	578	27	502	153	296	38	616
Roe	6	133	103	41	22	25	11	15	7	21	18	402	7	320	121	251	27	429
Shaw	7	246	136	77	64	47	38	35	8	8	7	673	15	592	136	328	40	713
Shepard	44	394	155	80	64	39	32	38	28	27	35	936	49	854	38	854	55	991
Sherman	19	530	203	99	57	45	52	51	57	52	30	1195	26	1011	489	669	63	1258
Shields	16	484	226	125	89	64	58	55	70	100	122	1409	64	1416	152	552	97	1506
Steddard	8	335	210	97	81	67	99	62	76	74	102	1211	53	974	897	722	178	1384
Walnut Park	3	49	32	15	11	2	5	11	13	5	5	151	3	113	118	91	6	157
Washington	6	299	111	111	34	37	35	44	45	39	39	800	6	396	181	439	354	1154

TABLE B. — *Continued.*

SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1900-1901.

NAMES OF SCHOOLS.	PUPILS ATTENDING — DAYS.											Total Attending.	Not Absent.	Not Tardy.	No. of Cases of Tardiness.	Readmitted.	Transferred to Other Schools.	Total Enrolled.
	200	180-200	160-180	140-160	1 0-140	100-120	80-100	60-80	40-60	20-40	1-20							
Webster	56	592	210	120	79	68	99	40	50	41	15	1370	88	1375	149	755	110	1480
Sumner High	.....	131	47	16	6	4	43	12	3	5	9	276	35	63	804	80	.....	276
Aldridge	.....	5	4	3	6	2	4	3	4	5	.....	36	.....	2	62	24	.....	36
Attucks	3	47	53	43	30	28	18	39	32	31	41	365	9	206	1101	210	19	384
Banneker	5	132	96	44	38	34	26	31	20	29	35	490	12	215	703	155	14	504
Belt Avenue	.....	3	1	3	4	3	6	5	2	.....	.....	27	.....	8	36	11	.....	27
Delany	4	74	35	22	22	18	16	16	9	14	9	239	4	89	649	158	11	250
Dessalines	5	56	54	37	23	23	26	25	30	54	62	395	6	127	1566	230	10	405
Dumas	25	129	130	200	170	66	103	108	123	109	74	1236	38	748	1289	555	16	1252
Garnett	3	14	22	13	17	17	6	9	10	13	14	138	4	58	157	126	2	140
L'Ouverture	20	222	159	129	99	96	77	72	88	95	98	1155	54	447	5434	712	25	1180
Simmons	2	181	141	82	52	50	66	45	51	44	56	770	26	380	828	737	8	778
Vashon	1	15	5	3	4	6	4	5	10	5	13	71	1	39	101	62	.....	71
Wheatley	66	81	44	27	29	25	31	25	23	30	34	415	93	139	1876	193	14	429
Total	2314	30355	13208	7147	4568	3795	4113	3164	3608	3384	3253	78904	3933	66538	33459	27480	6939	85843

TABLE C.

SHOWING THE NUMBER OF PUPILS OF DIFFERENT AGES REGISTERED IN EACH SCHOOL FOR THE YEAR 1900–1901.

NAMES OF SCHOOLS.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years and over.	Total.	Received by Transfer.	Total.
High	.....	.....	.....	.....	.....	.....	6	81	332	516	1138	2073	.....	2073
Adams	204	196	167	150	141	130	122	114	52	17	5	1298	84	1382
Ames	64	186	200	222	190	175	134	96	77	21	6	1371	86	1457
Arlington	84	161	202	184	185	161	139	117	98	88	71	1440	135	1575
Ashland	339	168	130	188	116	125	114	70	49	18	5	1322	37	1359
Baden	44	35	43	38	23	37	18	25	12	1	.....	276	28	304
Bates	148	175	150	102	117	80	73	53	11	5	.....	914	84	998
Benton	86	86	110	81	77	62	64	51	30	8	4	659	84	743
Blair	157	117	106	183	206	198	204	188	150	62	23	1593	115	1708
Blow	99	128	118	113	132	110	142	143	129	57	48	1219	57	1276
Bryan Hill	67	191	188	105	113	123	130	86	56	19	3	1076	56	1132
Carondelet	130	92	86	136	102	92	70	63	27	11	.....	809	33	842
Carr	128	132	83	75	54	41	8	3	.....	.....	.....	519	24	543
Carr Lane	101	162	148	138	128	113	96	60	29	16	7	998	117	1115
Carroll	155	190	182	136	144	133	112	79	21	2	.....	1154	101	1255
Charless	103	163	197	173	156	142	175	141	133	68	37	1488	88	1571
Chouteau	151	204	125	193	235	158	159	75	28	8	.....	1336	74	1410
Clay	92	254	206	172	170	145	117	108	66	25	13	1368	116	1484
Clifton Heights	46	22	24	23	17	11	13	2	.....	.....	.....	158	11	169
Clinton	105	169	194	169	135	89	122	77	82	59	32	1236	138	1374
Columbia	175	179	143	132	122	130	125	89	85	57	35	1272	87	1359
Compton	59	54	73	70	43	29	19	2	2	.....	.....	351	40	391
Cote Brilliante	110	179	168	176	160	134	145	128	113	64	49	1426	126	1552
Crow	77	121	134	125	131	118	127	125	116	70	59	1203	127	1330
Des Peres	76	91	69	88	61	44	19	5	1	.....	...	454	34	488
Divoll	18	202	68	100	96	120	165	124	107	62	25	1027	110	1137
Dodier	40	305	133	36	16	2	.....	.....	.....	.....	.....	532	38	570
Douglas	140	147	117	107	94	89	61	48	6	2	1	812	59	871
Dozier	131	148	130	137	135	128	166	115	124	46	22	1282	72	1354
Eliot	165	193	102	132	152	144	116	107	63	16	3	1193	79	1272
Elleardville	153	242	167	148	122	129	122	86	54	21	4	1248	92	1340

TABLE C. — *Continued.*

SHOWING THE NUMBER OF PUPILS OF DIFFERENT AGES REGISTERED IN EACH SCHOOL FOR THE YEAR 1900–1901.

NAMES OF SCHOOLS.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years and over.	Total.	Received by Transfer.	Total.
Field	23	57	87	16	10	14	7	5	8	6	2	185	706	891
Franklin	65	123	127	124	107	100	72	89	38	10	2	857	91	948
Fremont	174	261	131	150	133	121	110	81	34	4	.....	1199	103	1302
Froebel	.....	138	94	86	77	59	57	29	9	.....	.....	549	53	602
Gardenville	16	15	18	10	8	6	3	.....	.....	.....	.....	76	.....	76
Garfield	181	202	110	147	139	93	125	142	92	30	18	1224	97	1321
Grant	140	75	70	87	107	93	80	87	5	4	1	699	81	780
Gratiot	66	102	42	98	71	56	42	38	18	5	4	537	32	569
Gravois	14	86	54	36	26	9	4	.....	.....	.....	.....	229	20	249
Hamilton	140	109	102	71	80	62	41	27	8	2	.....	642	42	684
Harrison	88	82	69	76	60	54	37	18	9	3	.....	496	52	548
Hodgen	115	138	122	146	138	123	171	162	155	103	63	1436	134	1570
Humboldt	161	260	214	193	172	142	111	62	18	8	.....	1341	87	1428
Irving	199	186	162	159	133	164	141	118	75	42	13	1442	113	1555
Jackson	207	233	173	146	132	119	106	93	65	17	5	1296	118	1414
Jefferson	22	183	267	215	188	189	167	124	80	36	29	1500	73	1573
Laclede	72	123	86	84	90	68	60	36	16	6	.....	641	51	692
Lafayette	109	117	169	128	139	117	94	55	15	4	2	949	82	1031
Lincoln	104	185	164	137	155	120	128	91	75	34	13	1206	113	1319
Longfellow	59	76	68	63	62	60	46	42	40	23	26	564	23	587
Lowell	124	93	113	104	90	80	73	64	19	3	.....	763	44	807
Lyon	182	165	210	152	168	136	105	68	27	3	.....	1211	97	1308
Madison	132	224	192	206	203	206	183	152	90	49	16	1653	131	1784
Marquette	112	132	168	174	176	168	183	159	108	75	40	1495	87	1582
Meramec	87	72	51	36	49	35	33	27	8	2	.....	400	64	464
Monroe	112	201	134	149	163	118	124	108	71	21	2	1203	105	1308
Mount Pleasant	82	81	77	53	52	57	33	23	3	1	.....	462	31	493
Oak Hill	106	69	65	66	55	37	30	17	3	1	.....	449	29	478
O'Fallon	137	171	166	129	104	82	68	44	9	2	.....	912	75	987
Peabody	208	161	184	153	127	138	127	114	84	46	8	1345	112	1457
Penrose	157	144	120	99	102	99	80	48	28	7	1	885	71	956

Pestalozzi	164	170	138	120	120	86	66	14	3	1	.....	882	77	959
Pope	121	159	184	178	224	195	161	170	124	82	60	1658	105	1763
Riddick	158	169	195	175	149	131	165	104	61	34	17	1358	146	1504
Rock Spring	101	121	61	81	60	58	48	29	13	1	1	574	42	616
Roe	60	51	49	45	45	50	49	25	11	5	.....	390	39	429
Shaw	89	95	112	52	117	75	80	30	15	12	.....	627	86	713
Shepard	167	129	126	95	114	95	70	53	44	16	6	915	76	991
Sherman	135	126	127	111	113	96	122	119	109	40	12	1110	148	1258
Shields	46	193	177	185	171	168	162	122	76	39	25	1364	142	1506
Stoddard	53	110	106	111	122	127	150	132	141	99	97	1248	136	1384
Walnut Park	29	15	33	17	26	13	6	5	.....	1	.....	145	12	157
Washington	139	171	149	150	154	109	103	58	27	13	1	1068	86	1154
Webster	145	193	174	178	160	143	140	146	60	33	5	1377	103	1480
Sumner High	.....	.....	.....	.....	.....	.....	1	5	17	41	212	276	.....	276
Aldridge	5	4	2	2	3	7	4	.....	5	1	3	36	.....	36
Attucks	63	36	33	35	53	32	44	35	21	15	12	379	5	384
Banneker	61	53	50	55	54	45	52	55	26	21	14	486	18	504
Belt Avenue	.....	4	3	1	5	4	1	2	1	4	2	27	.....	27
Delany	39	27	18	16	24	29	14	23	22	14	23	249	1	250
Dessalines	21	31	50	50	39	51	39	40	29	23	21	394	11	405
Dumas	160	127	114	121	123	129	124	134	96	63	34	1225	27	1252
Garnett	24	17	9	17	15	16	9	11	8	4	6	136	4	140
L'Ouverture	122	99	88	121	121	134	116	93	113	68	78	1153	27	1180
Simmons	122	68	82	83	77	77	67	75	52	41	25	769	9	778
Vashon	10	7	5	6	6	8	9	12	2	3	3	71	.....	71
Wheatley	36	31	40	57	45	49	36	41	42	16	16	409	20	429
Total	8756	11162	9842	9382	9076	8044	7497	6062	4381	2569	2508	79274	6569	85843

TABLE D.

SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1900–01.

NAMES OF SCHOOLS.	St. Louis.	Missouri (without St. Louis).	Illinois.	Other States of the Union.	Ireland.	Other parts of Great Britain.	Germany.	Italy.	Russia.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total.
High	1375	216	121	329	2	8	7	.....	9	6	.....	2073	.....	2073
Adams	935	192	77	84	.....	4	6	.....	.....	.....	.....	1298	84	1382
Ames	1197	49	63	47	.....	6	7	.....	.....	2	.....	1371	86	1457
Arlington	1102	104	60	156	.....	7	4	.....	.....	7	.....	1440	135	1575
Ashland	1114	82	47	70	3	1	3	.....	1	1	.....	1322	37	1359
Baden	204	30	11	24	.....	.....	8	.....	.....	4	.....	276	28	304
Bates	801	40	31	32	1	2	2	1	2	2	.....	914	84	998
Benton	539	40	13	63	.....	1	.....	.....	.....	1	.....	659	84	743
Blair	1398	47	66	65	.....	3	11	.....	.....	3	.....	1593	115	1708
Blow	939	113	42	107	.....	3	6	.....	.....	2	7	1219	57	1276
Bryan Hill	953	43	22	51	.....	3	4	.....	.....	.....	.....	1076	56	1132
Carondelet	655	54	38	44	.....	.....	10	.....	.....	.....	8	809	33	842
Carr	400	33	23	50	.....	2	5	.....	6	.....	.....	519	24	543
Carr Lane	716	69	73	125	.....	3	4	.....	.....	8	.....	998	117	1115
Carroll	991	41	49	46	.....	4	13	.....	.....	10	.....	1154	101	1255
Charless	1318	52	49	51	.....	3	7	.....	.....	3	.....	1483	88	1571
Chouteau	997	117	97	96	3	2	12	.....	1	8	3	1336	74	1410
Clay	1141	48	70	85	.....	1	18	.....	.....	5	.....	1368	116	1484
Clifton Heights	130	11	2	15	.....	.....	.....	.....	.....	.....	.....	158	11	169
Clinton	875	76	80	187	1	1	14	.....	.....	.....	2	1236	138	1374
Columbia	1072	39	49	80	.....	2	5	.....	.....	6	19	1272	87	1359
Compton	276	20	12	39	.....	1	2	.....	.....	1	.....	351	40	391
Cote Brilliante	1063	130	72	155	1	4	1	.....	.....	.....	.....	1426	126	1552
Crow	765	129	84	208	.....	9	6	.....	1	1	.....	1203	127	1330
Des Peres	369	35	21	24	.....	.....	4	.....	.....	1	.....	454	34	488
Divoll	762	55	60	133	.....	5	4	.....	1	4	3	1027	110	1137
Dodier	484	9	18	18	.....	.....	3	.....	.....	.....	.....	532	38	570
Douglas	647	46	53	51	.....	1	12	1	.....	1	.....	812	59	871
Dozier	797	189	72	217	.....	4	1	.....	.....	2	.....	1282	72	1354
Eliot	1034	61	44	43	.....	.....	3	.....	.....	3	5	1193	79	1272
Elleardville	1048	50	40	84	2	5	7	.....	.....	.....	12	1248	92	1340
Field	126	12	9	37	.....	1	.....	.....	.....	.....	.....	185	706	891

Franklin	552	84	76	139		6	5	1	7	7		857	91	948
Fremont	1109	20	24	33			11			2		1199	108	1302
Froebel	530	6	7	5							1	549	53	602
Gardenville	74	2										76		76
Garfield	1118	36	24	40			5			1		1224	97	1321
Grant	643	23	16	15			2					699	81	780
Gratiot	410	72	20	24		3	1	1		6		537	32	569
Gravois	218	6	2	1			2					229	20	249
Hamilton	574	15	27	26								642	42	684
Harrison	434	21	17	23			1					496	52	548
Hodgen	1072	106	94	154		2	4			4		1436	134	1570
Humboldt	1151	58	68	47		1	5		1	8	2	1341	87	1428
Irving	1314	32	36	48			10			2		1442	113	1555
Jackson	1147	47	42	54		2	4					1296	118	1414
Jefferson	940	21	47	197		10	12	24	222	22	5	1500	78	1578
Laclede	490	27	52	60		2	5	9	6	5	5	641	51	692
Lafayette	803	43	43	46		1	8			3	2	949	82	1031
Lincoln	888	101	76	124		5	5	2	5			1206	113	1319
Longfellow	438	59	15	48		1	7	1				564	23	587
Lowell	664	32	32	26			7			1	1	763	44	807
Lyon	1036	60	63	39		1	11			1		1211	97	1308
Madison	1315	121	82	113	1	3	8	1		6	3	1653	131	1784
Marquette	933	121	83	344		3	3			8		1495	87	1582
Meramec	333	30	13	23			1					400	64	464
Monroe	1056	52	37	53	1		4					1203	105	1308
Mount Pleasant	435	4	13	6		1	2				1	462	31	493
Oak Hill	405	17	11	13			2	1				449	29	478
O'Fallon	787	29	37	40		3	10		2	4		912	75	987
Peabody	1074	92	74	88		14	8					1345	112	1457
Penrose	683	34	14	52	3	1	4			2	92	885	71	956
Pestalozzi	735	43	43	44			15				2	882	77	959
Pope	1145	187	88	228		5		1			4	1658	105	1763
Riddick	912	132	92	208	1	2	6	1		3	1	1358	146	1504
Rock Spring	400	50	98	21		1	3			1		574	42	616
Roe	301	38	14	34	1	1	1					390	39	429
Shaw	482	57	28	30	6	5	6	3		8	2	627	86	713
Shepard	785	38	42	32		1	14				3	915	76	991
Sherman	734	100	86	155		3	8			4	20	1110	148	1258
Shields	775	51	72	144	11	10	17	11	261	12		1364	142	1506
Stoddard	634	179	126	288		5	1		3	6	6	1248	136	1384
Walnut Park	131	2	4	5			2	1				145	12	157
Washington	685	106	58	211		5	1			2		1068	86	1154
Webster	1128	60	87	80		3	16		1	2		1377	103	1480
Sumner High	166	35	13	59							3	276		276
Aldridge	28	5		3								36		36
Attucks	266	28	19	69							2	379	5	384

TABLE D. — *Continued.*

SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1900–1.

NAMES OF SCHOOLS.	St. Louis.	Missouri (without St. Louis).	Illinois.	Other States of the Union.	Ireland.	Other parts of Great Britain.	Germany.	Italy.	Russia.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total.
Banneker	368	48	5	63	.....	.....	.....	.....	.....	.....	2	486	18	504
Belt Avenue	25	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	27	.....	27
Delany	208	19	8	14	.....	.....	.....	.....	.....	.....	.....	249	1	250
Dessalines	248	61	24	66	.....	.....	.....	.....	.....	.....	.....	394	11	405
Dumas	713	196	64	250	.....	.....	.....	.....	.....	2	.....	1225	27	1252
Garnett	129	5	1	1	.....	.....	.....	.....	.....	.....	.....	136	4	140
L'Ouverture	634	219	38	227	.....	.....	.....	.....	.....	.....	35	1153	27	1180
Simmons	607	95	9	58	.....	.....	.....	.....	.....	.....	.....	769	9	778
Vashon	57	6	1	7	.....	.....	.....	.....	.....	.....	.....	71	.....	71
Wheatley	303	41	8	57	.....	.....	.....	.....	.....	.....	.....	409	20	429
Total	61418	5399	3721	7050	37	186	421	59	529	208	251	79274	6569	85843

TABLE E.

SHOWING ENROLLMENT IN THE DAY SCHOOLS, AVERAGE ATTENDANCE OF PUPILS, AVERAGE NUMBER OF TEACHERS, AND TOTAL COST OF THE SCHOOLS FOR THE YEAR 1900–1901.

NAMES OF SCHOOLS.	Whole No. Enrolled Excl. of Dupl. Registra.			Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Average No. of Pupils to Each Teacher.	Average No. of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average No. Belonging.	Cost of Incidental Expenses.	Cost of Incidentals per Pupil on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Pupil on Av'ge No. Belonging.
	Boys.	Girls.	Total.												
High	719	1354	2073	....	1619	1575	97	23	72	$ 97,182 60	$60 03	$ 11,970 36	$ 7 39	$ 109,152 96	$ 67 42
Adams	635	663	1298	84	961	876	91	43	25	15,099 45	15 71	2,650 58	2 76	17,750 03	18 47
Ames	679	692	1371	86	1063	1000	94	22	28	15,194 05	14 29	2,327 23	2 19	17,521 28	16 48
Arlington	686	754	1440	135	1189	1100	93	52	26	14,809 60	12 46	3,566 78	3 00	18 376 38	15 46
Ashland	663	659	1322	37	844	778	92	43	22	13,618 95	16 14	2,059 11	2 44	15,678 06	18 58
Baden	153	123	276	28	217	198	91	38	7	3,684 40	16 98	898 21	4 14	4,582 61	21 12
Bates	439	475	914	84	733	704	96	42	20	11,708 60	15 97	1,813 00	2 47	13,521 60	18 45
Benton	346	313	659	84	503	463	92	42	14	8,737 00	17 37	1,528 12	3 04	10,265 12	20 41
Blair	756	837	1593	115	1324	1248	94	46	35	19,678 15	14 86	2,357 59	1 78	22,035 74	16 64
Blow	619	600	1219	57	954	883	93	46	24	14,302 70	14 99	1,940 58	2 03	16,243 28	17 03
Bryan Hill	568	513	1076	56	913	868	95	44	23	13,614 65	14 91	1,866 19	2 04	15,480 84	16 96
Carondelet	426	383	809	33	546	500	92	41	15	8,748 90	16 02	1,383 92	2 53	10,132 82	18 56
Carr	241	278	519	24	361	334	93	43	11	5,627 30	15 59	954 23	2 64	6,581 53	18 23
Carr Lane	478	520	998	117	787	672	91	38	22	13,390 70	18 17	2,311 08	3 14	15,701 78	21 30
Carroll	568	586	1154	101	964	894	93	49	22	13,459 95	13 96	2,030 70	2 11	15,490 65	16 07
Charless	727	756	1483	88	1249	1177	94	50	29	16,500 20	13 21	2,857 85	2 29	19,358 05	15 50
Chouteau	670	666	1336	74	1045	968	93	48	26	15,139 68	14 49	2,628 67	2 51	17,768 35	17 00
Clay	666	702	1368	116	1138	1064	94	49	27	15,359 75	13 56	2,556 60	2 26	17,916 35	15 81
Clifton Heights	84	74	158	11	119	106	89	40	3	1,822 40	15 31	862 40	7 25	2,684 80	22 56
Clinton	637	599	1236	188	1040	954	92	46	25	14,997 10	14 42	2,439 58	2 35	17,436 68	16 77
Columbia	603	669	1272	87	1052	992	94	46	26	17,010 85	16 17	3,158 00	3 00	20,168 85	19 17
Compton	188	163	351	40	275	256	93	46	7	4,417 75	16 06	879 63	3 20	5,297 38	19 26
Cote Brilliante	698	728	1426	126	1190	1102	93	47	28	16,336 55	13 73	2,720 53	2 29	19,057 08	16 01
Crow	550	653	1203	127	945	877	93	51	21	13,445 25	14 28	2,154 21	2 28	15,599 46	16 51
Des Peres	241	213	454	34	363	341	94	44	10	5,887 25	16 16	952 28	2 62	6,819 53	18 79
Divoll	525	502	1027	110	880	822	94	43	23	14,305 00	16 26	2,339 88	2 66	16,644 88	18 91
Dodier	262	270	532	38	420	391	93	53	9	5,936 10	14 13	894 12	2 13	6,830 22	16 26
Douglas	410	402	812	59	597	543	91	45	16	9,539 60	15 98	1,531 83	2 57	11,071 43	18 55

TABLE E. — *Continued.*

SHOWING ENROLLMENT IN THE DAY SCHOOLS, AVERAGE ATTENDANCE OF PUPILS, AVERAGE NUMBER OF TEACHERS, AND TOTAL COST OF THE SCHOOLS FOR THE YEAR 1900–1901.

NAMES OF SCHOOLS.	Whole No. Enrolled Excl. of Dupl. Registra.			Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Average No. of Pupils to Each Teacher.	Average No. of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average No. Belonging.	Cost of Incidental Expenses.	Cost of Incidentals per Pupil on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Pupil on Avge No. Belonging.
	Boys.	Girls.	Total.												
Dozier	611	671	1282	72	1008	928	92	50	22	$ 12,929 25	$12 83	$ 2,964 40	$ 2 93	$ 15,893 65	$ 15 76
Eads Avenue Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,586 00	.....	1,092 09	.....	2,678 09	.....
Eliot	579	614	1193	79	999	934	93	46	24	14,128 65	14 14	2,692 36	2 70	16,821 01	16 84
Elleardville	597	651	1248	92	1013	916	90	49	23	14,676 85	14 49	2,129 22	2 10	16,806 07	16 59
Field	93	92	185	706	767	712	93	41	20	6,303 55	8 22	3,345 14	4 36	9,648 69	12 58
Franklin	439	418	857	91	595	525	88	42	18	9,391 45	15 78	2,105 39	3 54	11,496 84	19 32
Fremont	601	598	1199	103	1021	964	94	50	25	13,806 50	13 52	2,552 74	2 50	16,359 24	16 02
Froebel	293	256	549	53	482	401	92	38	14	7,624 75	17 65	1,623 25	3 76	9,248 00	21 41
Gardenville	40	36	76	.....	59	52	89	29	2	1,675 40	28 89	525 53	9 06	2,200 93	37 95
Garfield	616	608	1224	97	1147	1084	95	49	27	15,959 90	13 91	2,815 11	2 45	18,775 01	16 37
Grant	360	339	699	81	592	558	94	44	16	9,287 85	15 69	1,219 40	2 06	10,507 25	17 75
Gratiot	263	254	537	32	383	344	90	41	11	6,578 15	17 18	1,218 06	3 18	7,796 21	20 36
Gravois	114	115	229	20	195	181	93	49	5	2,956 40	15 16	521 19	2 67	3,477 59	17 83
Hamilton	317	325	642	42	453	416	92	34	16	9,045 70	19 97	1,301 34	2 87	10,347 04	22 84
Harrison	259	237	496	52	397	365	92	49	10	5,585 25	14 07	1,709 05	4 30	7,294 30	18 37
Hodgen	669	767	1436	134	1206	1125	94	46	29	17,688 40	14 66	2,905 54	2 41	20,588 94	17 07
Humboldt	695	646	1341	87	1008	938	93	47	25	13,818 85	13 70	1,981 25	1 97	15,800 10	15 67
Irving	698	744	1442	113	1205	1131	94	46	30	16,918 30	14 04	3,094 04	2 57	20,012 34	16 61
Jackson	646	650	1296	118	1035	957	92	50	25	13,546 70	13 09	2,766 88	2 67	16,313 58	15 76
Jefferson	745	755	1500	73	1187	1097	92	45	33	22,030 75	18 56	5,397 48	4 55	27,428 23	23 11
Laclede	339	302	641	51	451	413	92	35	17	8,818 50	19 55	1,334 83	2 96	10,153 33	22 51
Lafayette	472	477	949	82	785	724	92	45	20	11,180 90	14 24	1,692 01	2 16	12,872 91	16 40
Lincoln	572	634	1206	113	846	772	91	42	23	13,274 00	15 69	2,268 65	2 68	15,542 65	18 37
Longfellow	284	280	564	23	446	411	92	43	12	7,635 75	17 12	1,168 60	2 62	8,804 35	19 74
Lowell	368	395	763	44	639	598	94	49	17	10,027 25	15 69	1,430 66	2 24	11,457 91	17 93
Lyon	588	623	1211	97	977	905	93	48	23	13,852 90	14 18	2,301 52	2 36	16,154 42	16 53
Madison	818	835	1653	131	1284	1195	93	47	29	17,907 20	13 95	2,608 64	2 03	20,515 84	15 98
Marquette	776	719	1495	87	1104	1026	93	47	26	16,016 65	14 51	3,053 19	2 77	19,069 84	17 27

Marshall													435 15			435 15	
Meramec	183	217	400	64	324	301	93	43	10	5,680 70	17 53	1,080 38	3 33	6,761 08	20 87		
Monroe	630	573	1203	105	1005	945	94	49	23	13,005 80	12 94	2,748 55	2 73	15,753 85	15 68		
Mount Pleasant	235	227	462	31	392	371	95	41	11	5,835 05	14 89	1,748 83	4 46	7,583 88	19 35		
Oak Hill	224	225	449	29	362	329	90	33	12	6,613 40	18 27	1,876 15	5 18	8,489 55	23 45		
O'Fallon	452	460	912	75	670	610	91	47	16	9,971 20	14 88	1,620 93	2 42	11,592 13	17 30		
Peabody	637	708	1345	112	1066	1002	92	53	24	14,150 75	13 03	2,025 45	1 87	16,176 20	14 90		
Penrose	415	470	885	71	704	643	91	38	21	12,971 40	18 43	2,142 16	3 04	15,113 56	21 47		
Pestalozzi	443	439	882	77	671	630	94	51	16	9,021 30	13 44	1,251 16	1 86	10,272 46	15 31		
Pope	760	898	1658	105	1311	1218	93	51	29	17,192 10	13 11	2,238 74	1 71	19,430 84	14 82		
Riddick	632	726	1358	146	1148	1029	90	50	25	15,476 90	13 48	2,991 54	2 61	18,468 44	16 09		
Rock Spring	276	298	574	42	452	422	93	50	11	6,347 75	14 04	1,526 19	3 38	7,873 94	17 42		
Roe	188	202	390	39	317	288	91	38	10	5,769 95	18 20	965 06	3 04	6,735 01	21 24		
Shaw	341	286	627	86	544	498	91	42	16	8,977 15	16 50	1,605 56	2 95	10,582 71	19 45		
Shepard	462	453	915	76	755	709	94	40	22	13,930 55	18 45	3,417 16	4 53	17,347 71	22 98		
Sherman	550	560	1110	148	984	913	93	51	21	13,409 55	13 63	2,796 83	2 84	16,206 38	16 47		
Shields	679	685	1364	142	1022	944	92	42	32	16,209 35	15 86	3,032 41	2 97	19,241 76	18 83		
Stoddard	590	658	1248	136	867	786	91	41	23	16,602 50	19 15	3,885 92	4 48	20,488 42	23 63		
Walnut Park	78	67	145	12	116	104	90	39	3	1,801 40	15 53	517 50	4 46	2,318 90	19 99		
Washington	560	508	1068	86	745	679	91	52	15	9,659 70	12 97	1,643 91	2 21	11,303 61	15 17		
Webster	640	737	1377	103	1104	1044	95	42	30	17,217 65	15 60	2,634 74	2 38	19,852 39	17 98		
Sumner High	63	213	276		229	218	95	26	10	12 337 70	53 88	2,466 91	10 77	14,804 61	64 65		
Aldridge	23	13	36		22	19	83	23	1	699 25	31 78	332 45	15 11	1,031 70	46 90		
Attucks	171	208	379	5	247	223	90	28	10	5,505 50	22 29	971 06	3 93	6,476 56	26 22		
Banneker	191	295	486	18	341	312	91	36	11	6,354 90	18 64	1,117 26	3 28	7,472 16	21 91		
Belt Avenue	14	13	27		18	14	80	18	1	700 00	38 89	247 09	13 72	947 09	52 61		
Delany	118	131	249	1	190	163	86	27	8	4,250 80	22 37	982 70	5 17	5,233 50	27 54		
Dessalines	201	193	394	11	243	212	88	22	12	7,079 00	29 13	1,099 89	4 53	8,178 89	33 66		
Dumas	602	623	1225	27	754	673	89	39	24	14,267 60	18 92	2,308 62	3 06	16,576 22	21 98		
Garnett	64	72	136	4	92	75	82	31	3	1,901 80	20 67	511 00	5 55	2,412 80	26 22		
L'Ouverture	637	516	1153	27	727	626	86	36	2	14,093 75	19 39	2,757 23	3 79	16,850 98	23 18		
Simmons	360	409	769	9	541	463	86	43	16	8,111 80	14 99	1,552 66	2 87	9,664 46	17 86		
Vashon	40	31	71		42	39	93	21	2	1,230 00	29 29	392 73	9 35	1,622 73	38 64		
Wheatley	199	210	409	20	303	268	88	36	11	5,617 40	18 54	1,302 16	4 30	6,919 56	22 84		
Special Teachers — Supervisors of Gymnastics, Music, Drawing, Manual Training, etc									40								
Total	38762	40512	79274	6571	62797	58128	93	43	1684	$1,085,774 43	$16 49	$183,666 90	$ 2 92	$1,219,441 33	$ 19 42		

TABLE F.

SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1900–1.

	Teachers.	Junior.		Second.		Third.		Senior.		Normal.		Total.		Total.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
High School	72	261	486	141	264	78	162	68	146	.....	....	548	1058	1606
Sumner High (Colored)	10	32	55	9	31	5	27	4	27	.....	25	50	165	215

TABLE F. — *Continued.*

SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1900–1.

DISTRICT SCHOOLS.	Teachers.	Kindergarten.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Total.		Total.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Adams	25	41	42	54	59	113	116	80	72	53	69	31	35	12	13	3	6	11	24	398	436	834
Ames	28	51	63	40	45	98	95	83	84	94	88	56	66	48	37	12	19	4	7	486	504	990
Arlington	27	60	55	78	77	83	94	63	64	59	57	99	128	10	24	27	48	15	37	494	584	1078
Ashland	22	30	47	58	39	78	64	81	60	104	103	37	59	1	12	....	....	....	....	389	384	773
Baden	7	....	....	41	23	20	21	12	17	13	22	17	13	7	9	....	....	....	....	110	105	215
Bates	20	40	43	24	26	109	118	55	69	30	34	48	54	20	22	6	31	....	....	332	397	729
Benton	14	24	32	41	23	37	33	47	37	59	49	39	46	16	16	5	15	....	....	268	249	517
Blair	33	76	112	....	....	....	....	127	149	118	122	91	103	79	89	51	58	39	73	581	697	1278
Blow	23	28	32	51	46	81	68	74	64	79	76	46	47	37	52	15	36	13	22	424	443	867
Bryan Hill	23	62	64	27	18	93	75	75	67	79	66	58	70	41	39	28	30	....	....	463	429	892
Carondelet	15	27	46	78	54	38	41	69	65	21	25	31	34	8	5	....	....	....	....	272	270	542
Carr	11	30	43	40	48	40	45	37	38	14	8	....	....	....	....	....	....	....	....	161	182	343
Carr Lane	22	22	34	47	51	72	83	58	47	35	54	21	21	20	20	....	....	....	....	275	310	585
Carroll	22	62	58	34	41	108	131	74	79	67	72	70	51	16	19	....	....	....	....	431	451	882
Charless	29	50	78	45	34	76	80	92	92	66	80	116	127	53	51	44	53	42	36	584	631	1215
Chouteau	26	59	66	29	41	127	102	78	91	79	102	47	57	21	27	....	....	....	....	440	486	926
Clay	26	65	63	58	73	78	77	77	80	92	65	58	81	30	44	7	13	24	38	519	534	1053
Clifton Heights	3	....	....	9	13	28	23	6	6	13	5	6	7	....	....	....	....	....	....	57	54	111
Clinton	25	34	29	82	49	68	69	85	67	75	86	53	58	46	62	40	31	13	22	496	468	964
Columbia	26	50	67	94	83	80	78	81	80	58	44	48	32	32	44	18	48	16	45	472	516	988
Compton	7	....	....	36	27	32	33	37	42	24	19	....	....	....	....	....	....	....	....	129	121	250
Cote Brilliante	28	34	35	76	71	91	82	54	59	109	112	82	84	32	48	32	41	16	26	526	558	1084
Crow	20	24	19	34	38	57	45	79	70	80	85	26	41	46	54	42	54	25	61	413	467	880
Des Peres	10	27	27	47	36	57	54	49	43	7	11	....	....	....	....	....	....	....	....	187	171	358
Divoll	23	41	32	50	44	59	52	82	61	40	33	48	43	37	48	32	50	26	40	415	403	818
Dodier	9	....	....	61	43	99	84	57	76	....	....	....	....	....	....	....	....	....	....	217	203	420
Douglas	16	31	33	50	36	66	60	45	49	39	41	20	16	7	8	8	7	....	....	266	250	516
Dozier	22	29	33	47	27	66	68	37	37	82	97	73	86	59	74	26	28	57	73	476	523	999
Eliot	24	58	67	64	71	81	63	61	109	72	59	66	59	27	35	24	31	....	....	453	494	947
Elleardville	22	33	39	103	87	95	85	79	69	72	114	23	44	17	46	15	31	6	14	443	529	972
Field	20	31	26	51	39	80	37	44	33	62	33	62	76	60	52	34	48	17	18	391	362	753
Franklin	18	22	26	55	42	48	44	33	57	65	62	23	27	5	8	....	....	....	....	251	266	517
Fremont	25	33	35	48	32	88	81	83	69	102	120	65	65	18	22	....	....	....	....	487	484	971

TABLE F. — *Continued.*

SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1900–1.

DISTRICT SCHOOLS.	Teachers.	Kindergarten.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Total.		
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Froebel	14	29	35	48	20	55	49	52	56	42	36	22	39	....	..	....	....	....	....	248	235	483
Gardenville	2	..	..	9	11	8	5	8	1	5	7	....	....	....	....	....	....	....	....	30	24	54
Garfield	28	62	78	81	78	93	92	81	95	59	56	34	42	54	40	46	37	28	46	538	564	1102
Grant	16	44	40	22	18	56	39	43	59	89	89	46	39	....	....	....	....	....	....	300	284	584
Gratiot	12	23	25	36	26	36	33	27	26	17	13	33	28	16	21	10	14	5	4	203	190	393
Gravois	5	..	....	27	23	32	40	39	33	....	....	....	....	....	....	....	....	....	....	98	96	194
Hamilton	16	20	44	46	62	38	37	27	25	34	35	25	28	....	....	....	....	....	....	190	231	421
Harrison	10	35	25	20	15	48	33	43	40	49	53	18	21	....	....	....	....	....	....	213	187	400
Hodgen	29	42	33	25	35	75	63	59	72	92	96	69	72	82	105	36	78	42	61	522	615	1137
Humboldt	24	65	62	99	72	156	155	63	68	76	87	29	27	22	21	....	....	....	....	510	492	1002
Irving	30	63	64	89	94	82	69	100	77	66	69	77	60	47	76	29	47	25	24	578	580	1158
Jackson	25	44	70	76	74	131	167	51	50	73	55	52	50	10	13	19	32	....	....	456	511	967
Jefferson	32	49	55	123	94	54	46	114	112	77	62	88	93	20	20	21	21	3	....	549	503	1052
Laclede	17	32	27	50	39	52	61	26	25	31	21	14	16	7	6	....	....	....	....	212	195	407
Lafayette	20	30	52	56	52	97	76	76	88	64	67	26	32	9	6	....	....	....	....	358	373	731
Lincoln	23	38	52	44	51	66	64	84	85	55	69	31	50	14	25	9	14	8	29	349	439	788
Longfellow	12	....	..	62	55	24	12	48	48	46	50	21	28	10	12	9	11	12	12	227	223	450
Lowell	17	33	38	43	35	55	58	62	44	58	69	44	34	29	16	2	9	....	....	326	303	629
Lyon	23	50	47	24	28	86	114	72	76	86	104	55	43	30	27	12	18	....	..	415	452	867
Madison	29	38	58	81	84	81	82	136	132	99	110	46	55	25	23	37	48	21	15	564	607	1171
Marquette	25	27	28	46	31	72	47	76	50	95	108	87	28	45	52	43	51	38	34	479	429	908
Meramec	10	14	25	20	45	17	16	17	18	30	44	11	10	12	12	....	....	....	....	121	170	291
Monroe	23	50	41	56	41	102	92	58	69	84	82	62	38	48	54	33	37	8	19	491	473	964
Mount Pleasant	12	22	20	27	29	21	15	42	33	43	38	18	27	19	14	....	....	....	....	192	176	368
Oak Hill	12	..	..	29	15	53	53	29	34	37	27	18	26	5	10	....	....	....	....	171	165	336
O'Fallon	17	32	45	91	80	52	40	58	34	45	60	17	39	7	12	....	....	....	....	297	310	607
Peabody	24	59	56	66	65	59	71	52	85	62	66	48	49	33	54	39	47	18	13	466	506	972
Penrose	21	45	58	34	24	43	54	79	111	88	39	40	47	16	22	2	8	9	5	306	363	669
Pestalozzi	16	42	54	83	82	102	88	50	64	29	29	12	12	....	....	....	....	....	....	318	329	647
Pope	29	56	47	121	99	101	99	61	53	85	132	47	56	49	84	19	30	31	54	570	654	1224
Riddick	25	45	28	44	41	60	75	55	95	79	94	64	55	46	57	66	56	20	27	509	528	1037
Rock Spring	11	28	28	41	42	54	49	25	45	28	32	19	19	7	7	....	....	....	....	202	222	424
Roe	10	18	20	23	30	19	24	27	21	30	33	21	30	4	13	6	7	....	....	148	178	326
Shaw	16	36	32	45	58	23	37	43	58	24	26	39	37	11	6	....	....	....	....	221	254	475

Shepard	22	60	57	93	74	69	64	32	37	49	62	19	19	20	22	7	7	6	8	355	350	705
Sherman	21	38	42	55	40	51	60	62	61	60	49	71	83	76	68	38	52	32	47	483	502	985
Shields	32	46	95	62	76	78	77	88	97	84	72	33	40	32	25	9	14	37	35	469	531	1000
Stoddard	23	22	23	37	44	35	34	30	22	43	52	52	50	38	70	30	44	52	75	339	414	753
Walnut Park	3	....	....	21	18	19	12	9	12	12	18	....	....	....	....	....	....	....	....	61	60	121
Washington	13	....	....	86	77	53	52	58	41	91	80	37	30	....	....	....	....	....	....	325	280	605
Webster	30	66	79	39	42	123	125	42	52	90	100	65	66	59	72	38	39	10	19	532	594	1126
Total Boys and Girls in White District Schools	1450	2627	2984	3862	3450	4822	4675	4348	4406	4218	4401	2910	3138	1707	2036	1024	1397	729	1063	26247	27553	53800
Total Pupils in White District Schools	....	5611		7312		9497		8754		8622		6048		3743		2421		1792		53800		.....
Aldridge	1	....	....	3	4	3	1	1	1	1	1	....	....	2	....	....	....	1	1	11	8	19
Attucks	10	7	21	23	28	13	20	15	16	21	20	6	5	1	13	2	4	4	12	92	139	231
Banneker	11	17	19	28	27	19	17	26	33	24	30	10	13	6	21	5	10	5	12	140	182	322
Belt Avenue	1	....	....	4	6	2	6	....	....	....	....	....	....	....	....	....	....	....	....	6	12	18
Delany	8	16	11	3	2	4	6	13	15	18	19	9	8	10	16	....	....	11	14	84	91	175
Dessalines	12	4	6	13	4	11	14	16	21	19	25	8	13	1	5	....	....	3	4	75	92	167
Dumas	24	27	41	39	51	78	75	66	61	42	57	18	30	12	24	4	10	6	11	292	360	652
Garnet	3	....	....	18	20	2	10	5	6	2	7	3	8	2	4	3	....	....	....	35	55	90
L'Ouverture	24	29	27	47	46	68	65	62	72	37	78	26	38	3	15	13	27	6	21	291	389	680
Simmons	16	39	34	33	33	46	55	31	37	50	48	13	31	8	30	7	10	3	10	230	286	516
Vashon	2	....	....	5	3	5	4	....	....	6	6	5	3	2	3	....	....	....	....	23	19	42
Wheatley	10	25	23	12	14	15	17	27	29	11	17	12	16	5	23	4	8	4	4	115	151	266
Total in Colored Schools	122	164	182	228	238	266	290	262	291	231	306	110	165	52	154	38	69	43	89	1394	1784	3178
Total Boys and Girls in White and Colored District Schools	....	2791	3166	4090	3688	5088	4965	4610	4697	4449	4710	3020	3303	1759	2190	1062	1466	772	1152	27641	29337	56978
Total Pupils in White and Colored District Schools	....	5957		7778		10053		9307		9159		6323		3949		2528		1924		56978		
Special Teachers	38	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
Grand Total	1692	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	56978	

TABLE G.

SHOWING ENROLLMENT AND ATTENDANCE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1900–1901.

NAMES OF KINDERGARTENS.	Number of Teachers.			Whole No. Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.
	Paid Teachers.	Volunteer Teachers.	Total.	Boys.	Girls.	Total.				
Adams A. M.	2	.....	2	49	61	110	50	59	53	87
Adams P. M.	2	.....	2	40	35	75	33	44	38	86
Ames A. M.	3	.....	3	41	49	90	57	70	65	93
Ames P. M.	4	.....	4	46	55	101	57	56	51	91
Arlington A. M.	3	.....	3	66	77	143	73	70	62	88
Arlington P. M.	2	.....	2	41	26	67	42	45	36	80
Ashland A. M.	2	.....	2	44	40	84	45	44	41	91
Ashland P. M.	2	.....	2	39	34	73	38	37	44	90
Bates A. M.	2	2	4	33	37	70	48	49	44	90
Bates P. M.	2	.....	2	42	36	78	35	36	31	87
Benton A. M.	2	.....	2	47	48	95	56	55	49	90
Blair A. M.	5	.....	5	51	54	105	112	98	86	87
Blair P. M.	3	.....	3	66	94	160	76	75	64	86
Blow A. M.	3	2	5	64	72	136	60	49	43	88
Bryan Hill A. M.	3	.....	3	42	43	85	60	66	61	92
Bryan Hill P. M.	2	.....	2	34	39	73	66	60	56	93
Carondelet A. M.	2	.....	2	33	38	71	41	47	43	90
Carondelet P. M.	1	.....	1	42	36	78	32	29	24	83
Carr A. M.	2	.....	2	33	38	71	33	42	38	90
Carr P. M.	2	.....	2	37	26	63	35	37	32	86
Carr Lane A. M.	2	.....	2	25	31	56	28	36	31	87
Carr Lane P. M.	2	.....	2	17	25	42	28	26	23	88
Carroll A. M.	2	.....	2	39	41	80	63	63	57	91
Carroll P. M.	2	.....	2	41	36	77	57	60	53	88
Charless A. M.	3	.....	3	39	48	87	59	72	66	91

Charless P. M	3	....	3	70	60	130	69	62	56	90
Chouteau A. M	3	1	4	60	57	117	60	64	59	92
Chouteau P. M	3	....	3	43	51	94	65	66	59	89
Clay A. M	3	....	3	59	48	107	65	68	68	92
Clay P. M	2	....	2	49	49	98	63	64	52	90
Clinton A. M	2	2	4	40	34	74	33	38	34	89
Clinton P. M	2	....	2	32	33	65	30	31	27	89
Columbia A. M	3	1	4	32	49	81	72	70	65	93
Columbia P. M	2	....	2	30	45	75	45	48	37	86
Cote Brilliante A. M	2	1	3	23	18	41	37	40	37	92
Cote Brilliante P. M	2	....	2	18	23	41	32	35	31	87
Crow A. M	2	1	3	59	54	113	43	58	51	88
Des Peres A. M	2	1	3	43	41	84	54	47	43	91
Divoll A. M	2	1	3	29	20	49	34	36	30	89
Divoll P. M	2	....	2	53	34	87	39	39	36	87
Douglas A. M	2	....	2	30	26	56	38	40	35	88
Douglas P. M	2	....	2	28	27	55	26	36	31	86
Dozier A. M	2	1	3	62	58	120	62	61	52	85
Eliot A. M	3	....	3	54	59	113	75	75	70	93
Eliot P. M	2	....	2	26	38	64	50	54	59	97
Elleardville A. M	2	....	2	35	32	67	42	45	39	87
Elleardville P. M	1	....	1	24	33	57	30	32	76	79
Field A. M	2	4	6	38	34	72	57	63	58	88
Franklin A. M / Franklin P. M	3	1	4	58	60	118	48	61	51	84
Fremont A. M	4	....	4	58	60	118	96	98	92	94
Fremont P. M	3	....	3	75	70	145	82	83	78	94
Froebel A. M	3	1	4	41	54	95	64	77	70	91
Garfield A. M	3	....	3	45	48	93	93	80	76	95
Garfield P. M	3	....	3	37	55	92	64	80	75	94
Grant A. M	2	2	4	28	36	64	44	43	40	93
Grant P. M	2	....	2	30	46	76	40	37	32	86
Gratiot A. M	2	....	2	25	28	53	48	40	36	90
Hamilton A. M	2	....	2	25	36	61	34	37	33	90
Hamilton P. M	2	....	2	25	36	61	30	32	29	89
Harrison A. M	2	....	2	36	33	69	60	47	41	87
Hodgen A. M	2	2	4	49	48	97	40	52	47	89
Hodgen P. M	2	....	2	47	30	77	35	40	35	88
Humboldt A. M	3	....	3	50	36	86	67	76	70	93
Humboldt P. M	2	....	2	47	44	91	60	59	52	91
Irving A. M	4	1	5	37	45	82	70	78	68	94
Irving P. M	3	....	3	50	61	111	57	55	50	90
Jackson A. M	3	....	3	45	56	101	58	66	60	91
Jackson P. M	3	....	3	43	57	100	56	62	55	88
Jefferson A. M	5	....	5	46	45	91	56	63	56	89
Jefferson P. M	5	....	5	72	52	124	48	52	45	87

TABLE G. — *Continued.*

SHOWING ENROLLMENT AND ATTENDACE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1900–1901.

NAMES OF KINDERGARTENS.	Number of Teachers.			Whole No. Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.
	Paid Teachers.	Volunteer Teachers.	Total.	Boys.	Girls.	Total.				
Laclede A. M } Laclede P. M }	4	.....	4	76	50	126	59	60	52	89
Lafayette A. M.	2	.....	2	36	41	77	41	45	41	91
Lafayette P. M.	2	.....	2	28	36	59	41	43	39	89
Lincoln A. M.	2	.....	2	25	43	68	47	47	40	86
Lincoln P. M.	2	.....	2	40	53	93	43	40	33	81
Lowell A. M.	2	.....	2	34	26	60	38	43	39	89
Lowell P. M.	2	.....	2	19	33	52	33	32	27	84
Lyon A. M.	2	.....	2	48	41	89	46	52	48	91
Lyon P. M.	2	.....	2	42	48	90	51	41	35	87
Madison A. M.	2	.....	2	33	26	59	41	49	44	98
Madison P. M.	2	.....	2	29	43	72	55	38	34	89
Marquette A. M.	2	.....	2	62	54	116	55	56	53	95
Merimec A. M.	2	.....	2	29	44	73	39	40	36	90
Monroe A. M.	2	.....	2	36	33	69	53	52	48	91
Monroe P. M.	2	.....	2	34	20	54	38	37	33	90
Mount Pleasant A. M.	2	.....	2	34	32	66	42	49	45	92
O'Fallon A. M.	2	.....	2	40	50	90	40	46	41	89
O'Fallon P. M.	2	.....	2	36	32	68	37	35	30	86
Peabody A. M.	3	.....	3	41	48	89	69	68	62	90
Peabody P. M.	2	.....	2	57	47	104	46	43	38	88
Penrose A. M.	2	.....	2	32	34	66	54	49	44	90
Penrose P. M.	2	.....	2	23	37	60	44	44	37	86
Pestalozzi A. M.	2	.....	2	33	53	85	51	53	42	90
Pestalozzi P. M.	2	.....	2	48	80	128	45	42	38	90

Pope A. M.	3	.....	3	45	49	94	59	61	56	92
Pope P. M.	2	.....	2	51	40	91	44	47	42	89
Riddick A. M.	3	2	5	57	58	115	73	81	71	88
Rock Spring A. M.	2	2	4	47	56	103	56	56	50	89
Roe A. M.	2	2	4	29	24	53	38	35	30	87
Shaw A. M.	3	.....	3	41	51	92	63	76	67	87
Shaw P. M.	1	.....	1	18	17	35	21	28	25	89
Shepard A. M.	3	.....	3	40	41	81	71	69	62	90
Shepard P. M.	2	.....	2	32	29	61	46	44	38	86
Sherman A. M.	2	1	3	52	47	99	80	81	74	96
Shields A. M. / Shields P. M.	7	2	9	80	125	205	141	133	123	92
Stoddard A. M.	2	3	5	51	60	111	45	57	53	91
Webster A. M.	3	.....	3	58	77	135	80	85	76	90
Webster P. M.	3	.....	3	50	56	106	65	61	55	85
Attucks A. M. / Attucks P. M.	1	.....	1	23	35	58	28	28	23	82
Banneker A. M.	2	1	3	32	29	61	36	34	27	82
Delany A. M. / Delany P. M.	1	.....	1	23	16	39	27	26	22	85
Dessalines A. M. / Dessalines P. M.	1	1	2	23	18	41	10	22	17	77
Dumas A. M. / Dumas P. M.	5	1	6	54	67	121	68	73	59	81
L'Ouverture A. M. / L'Ouverture P. M.	4	3	7	47	65	112	56	63	54	86
Simmons A. M. / Simmons P. M.	4	.....	4	55	60	115	73	69	64	93
Wheatley A. M.	2	.....	2	28	26	54	48	42	38	90
Total	283	42	325	4797	5128	9925	5996	6178	5597	91

PART III.

HANDBOOK OF INFORMATION AND SCHOOL DIRECTORY.

Containing the following, *in the order given:* —

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PART III.

HANDBOOK OF INFORMATION AND SCHOOL DIRECTORY.

SANITARY REGULATIONS.

The following are the rules prescribed in regard to the heating of buildings for the winter months: —

1. The mean temperature of the schoolroom should be 68 or 69 degrees.
2. The temperature should never be above 70 degrees.
3. When the temperature is below 65 degrees at the opening of a session, the teacher *must* see that the children keep on their wraps.
4. When the temperature is below 60 degrees in any room, the pupils of such room should be taken into some other room in the building having the proper temperature.
5. When the temperature is below 60 degrees in so many of the rooms in the building that consolidation of pupils in rooms sufficiently warm cannot be made, and there is no prospect of securing sufficient heat very early in the session, the school must be dismissed.
6. When the temperature is below 60 degrees and there is a prospect of soon getting the necessary amount of heat, if the pupils are retained, they *must*, meanwhile, be required to keep on their wraps. They must be frequently directed to move about the room or to take enough systematic exercise (calisthenics) to keep up the circulation.
7. Principals and teachers *must* see that the children do not go out at recess, at the close of a session, or at any other time, without putting on and properly securing their wraps, when the outdoor temperature is such that artificial heat is required in the building.
8. Principals *must* instruct their assistants fully in the matter set forth in this circular, and see that these instructions are followed. Principals and teachers cannot afford to lose sight of their responsibility in the care of the health and life of the children in their charge.

REGULATIONS IN REGARD TO SMALLPOX, DIPHTHERIA, SCARLATINA, MEASLES, WHOOPING-COUGH, CHICKEN-POX, ERYSIPELAS AND CROUP.

1. When any member of a family is afflicted with any of the above named diseases, all children of that family, and all children living in the same house, must be excluded from school.

2. Children who have been excluded from school, under the above conditions, for smallpox, croup, cerebro-spinal fever, diphtheria, or scarlatina, shall be reinstated only upon a certificate of the Chief Sanitary Officer of the Health Department that the case or cases in that locality have terminated, and that the premises where the diseases have existed have been thoroughly fumigated by the Health Department.

3. Children who have been excluded from school, under the above conditions, for measles, whooping-cough, chicken-pox, or erysipelas, may return upon the certificate of the attending physician that the child is well.

Sections 806 and 807, Art. XVII, Chap. 11, Revised City Ordinances, 1901, read as follows: —

Section 806. The parents or guardians of children attending any private or public school, who shall permit them to attend school after it becomes known to said parents or guardians that any of their family are infected with any *infectious or contagious disease,* shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in a sum of not less than five nor more than ten dollars.

Sec. 807. Any principal or teacher of any private or public school in the city of St. Louis, having official or authentic information of the existence of any *infectious or contagious disease* in the family of any pupil attending said school, shall immediately cause the removal of said pupil from said school, *and until he (or she) shall have undoubted proof of the premises where the family reside being disinfected and the disease eradicated.* * * *

The Health Commissioner strongly recommends that all premises in which there has been diphtheria, croup, cerebro-spinal fever, scarlatina, measles, smallpox, or consumption, be thoroughly disinfected on the termination of each case.

TUITION FEES OF NON-RESIDENTS.

Only children of residents are legally entitled to attend the public schools maintained by the city. Children whose parents live outside of the city, and who come here to live with relatives, are not entitled, under the law, to a place in

the public schools. Children *whose parents live in Missouri* outside of St. Louis, *may be* admitted at the discretion of the Board of Education to District schools having sufficient room, on payment of an annual tuition fee of $20, and to the High School for the annual fee of $50; payable quarterly in advance.

Frequently, when the friends of such non-resident children ask for their admission on the plea that they pay school taxes, that they have no children of their own, and therefore should be allowed to obtain free tuition for their near relatives whose parents live in another city, the Board of Education find themselves unable to comply with the request. The Board of Education is not legally authorized to educate, free of tuition, children sent here from other places, even if they live with near relatives, for this would mean that in order to comply with the wishes of one taxpayer, an additional burden is imposed on every other. Children of indigent parents, left in the care of indigent relatives, need not grow up without an education; such children may be bound as apprentices to their relatives, and are then entitled to free tuition.

At a meeting of the School Board, held on September 12th, 1893, the Attorney of the Board submitted the following report, which was adopted and ordered printed for information: —

"At the meeting of the Board, held on August 15, 1893 (printed Journal, Volume 8, page 432), you referred to me Section II of Rule 79, for my opinion as to the lawful right of the Board to admit to the public schools of the city children of parents who are resident of Missouri outside of the city of St. Louis, and those of parents who are resident of the State of Illinois, on the payment of tuition fees.

"I am of the opinion that the Board has the power, under Section 7993 of the Revised Statutes of 1889, to admit as pupils, children of parents who are resident of Missouri outside of the city of St. Louis and prescribe tuition fees, provided they can be admited to the city schools without detriment to the children of parents residing within the city.

"I am further of the opinion that the Board has no lawful right to admit into the public schools of the city, children of parents residing in the State of Illinois or any other State outside of Missouri, even upon payment of such tuition fees as the Board might prescribe."

In enforcing this rule of the Board the principals must also be guided by a previous opinion of the Attorney of the Board, which reads as follows: —

"Under the law as decided by the St. Louis Court of Appeals in the case of Binde *v.* Klinge (30 Mo. App. 285), children whose parents reside elsewhere than in the city of St. Louis are not entitled to attend the public schools of the city without the payment of tuition fees.

"The payment of school taxes in the city by parents who reside without the city does not give them the right to send their children free to the public schools of the city, nor does the fact that such children reside with friends or relatives in the city confer upon them the right to attend the public schools of the city free of charge.

"An exception is made by the law in favor of children bound as apprentices who have homes in the city. They are not required to pay tuition fees.

"Children who have homes in the city, and both of whose parents are dead, are entitled to attend the public schools without charge."

An amendment to the school law was enacted in 1895 and provides: —

"That any person who resides in a district in which only the studies enumerated in Section 8023 are taught, and who pays a school tax in a city, town or village district in which a school of higher grade is established, shall be entitled to send his or her children to such higher grade school and receive a credit on the amount charged for tuition to the amount of such school tax."

The studies enumerated in the section referred to are orthography, English, reading and grammar, penmanship, arithmetic, geography, United States history, civil government theory and practice, and physiology.

APPRENTICING CHILDREN.

In regard to apprenticing children Mr. R. E. Rombauer, Attorney of the Board of Education, says in a letter addressed to the Superintendent of Instruction: —

"You will find the law touching apprentices in the State on pages 189 and following, of the Revised Statutes of 1889, Vol. I.: —

"All minors may be bound as apprentices to some appropriate industry, art, *calling*, or trade, so that the law is very broad, and includes the calling of a domestic servant. There is no limitation as to age, *below*, but if the minor is over fourteen years of age, he or she cannot be bound without the written consent of the minor indorsed on the indenture.

"The last section of the law provides, that nothing contained in this chapter shall prevent or affect the right of a father, by the common law, to assign or contract for the service of his children for the term of their minority, or any part thereof.

"As the apprenticing of a minor is attended with some circumlocution and slight expense, perhaps the same result could be reached by a simple assignment of the services of the child, for a limited period, by the father to some resident of the city, in which event the domicile of the child for the purposes of education would be the master's residence."

Minors may be bound as apprentices, under the provisions of Secs. 370 and 371 of the Revised Statutes of Missouri, 1889.

The papers of apprenticeship should contain a statement of the domicile of the one to whom the child is apprenticed. It must be an indenture of two parts, as required by Sec. 376 of the Revised Statutes. It must bind the apprentice to some appropriate industry, art, calling, or trade (Sec. 369), and it must state the age of the minor according to Sec. 378.

AMENDMENT OF 1897.

The legislature in 1897 amended Section 7993 of the Revised Statutes as far as the same has reference to non-resident pupils. The section as amended provides that orphan children, or any children bound as apprentices, *and all children whose parents do not contribute to their support*, shall have the privilege of attending school in any district in the State of Missouri, in which they may find a permanent or temporary home, without paying a tuition fee.

WHAT CONSTITUTES DOMICILE.

Principals may admit to their schools, children that are residents in the city in accordance with the definitions given below. All applications of non-residents, and of children

applying under Rule 4, quoted below, must be referred to the Superintendent of Instruction.

Under the legal provisions and opinions quoted above the following are considered children domiciled in the city of St. Louis: —

1. A child whose parents live within the city limits.

2. A legally adopted child whose parents by adoption live within the city limits.

3. An orphan living within the city limits. (An orphan is a child both of whose parents are dead.)

4. Children whose parents do not contribute to their support, and who have found in this city a temporary or permanent home.

The provisions of the amendment of 1897, together with other provisions of the law, cover two additional classes: —

(a) Children of school age who are emancipated by their parents, and rely for their support on their own earnings exclusively.

(b) Children of school age that are waifs, that is to say, who have drifted away from their parents and have found a permanent or temporary home in this city, and for whose support the parents contribute nothing.

5. (Applications covering the following cases, the principals must refer to the Superintendent.) A child living within the city limits with its mother under the following conditions: —

(a) If the father has abandoned his family.

(b) If the parents are divorced and the mother has custody of the child.

The following cases serve to illustrate what constitutes domicile, and in what cases there is no right to free tuition: —

6. The domicile of a half-orphan (meaning one who has one parent living), is that of his living parent, and such child has no orphan privileges.

7. A child may have a different domicile from the one of his appointed guardian, hence the mere fact that such guardian resides within the city, and that the child resides with him, does not entitle the child to free tuition.

8. Payment of tax on city property by parents residing outside of the city, does not confer on the child the right of free tuition.

TEACHERS' EXAMINATIONS.

Principals and High School teachers are appointed after having passed an examination. Other vacancies in the district schools are filled exclusively by students that have finished the Normal course of the St. Louis High School. The training of this course is carefully adjusted to the needs of our city schools. A higher grade of scholarship is required for admission to the normal course than to any other course of instruction in the High School, and a higher degree of scholarhip is demanded for promotion from grade to grade. It seems reasonable therefore that the Board of Education should give preference, in making appointments, to those who are most familiar with every detail of public school work by their own experience as pupils and their special study in the normal course of the High School.

As long as there is a sufficient number of young teachers obtainable from this course, no examination for a position as teacher in the district schools is given to other applicants. At present several hundred graduates of the Normal course of the St. Louis High School are waiting for positions, and while the Board has such a surplus of eligible teachers on their list they do not authorize the examination of any other candidates for positions in the district schools.

TRAINING OF KINDERGARTEN TEACHERS.

The city maintains a training class for kindergarten teachers, which is open to applicants who have finished at least two years of the St. Louis High School. Applicants from other cities may be admitted to the kindergarten training class if they bring a diploma of some High School or College, or make its equivalent in examination. Good preparation in music is desirable. The course of training cannot be finished in less than a full year, un-

broken by absence. It consists of practical volunteer work in the kindergartens of the city and theoretical work through afternoon lessons and lectures. The successful completion of the course gives a place on the eligible list from which the Board of Education makes appointments strictly in the order of the time of graduation. The names of each class are arranged in accordance with the scholarship record, and appointments are made in that order. At present the large number of persons who have finished the course and are waiting for positions makes it improbable that new comers can find employment for perhaps three years after gradution.

PRINCIPALS' EXAMINATION.

There are two regular examinations per year for candidates for principalships or positions in the High School. These examinations take place, usually, toward the end of June and December.

These examinations are held for the sole purpose of keeping a number of names on the eligible list from which selection may be made whenever vacancies occur. No certificates as to the result of these examinations are issued, no promise whatever is given in regard to the employment of competitors successful in such examination. For admission to this examination the presentation of a diploma of some first-class college or normal school is required.

The St. Louis High School is not arranged on the so-called departmental plan, and no regular teacher is appointed to teach special studies and no others. Applicants for position, even if they expect to be employed chiefly in special studies, are required to pass the general examination prescribed by the Board. Vacancies in the High School are rare, and there is a large number of applicants that have passed the required examination, but cannot find employment.

The studies in which candidates for principalship or a position in the High School must pass are as follows: —

Algebra, Geometry, Latin, English Literature, History and Grammar of the English Language, General History, Natural Science, and Theory and History of Education. There is also an oral examination on the common English branches.

The books on which these examinations are usually based, are as follows: —

Milne's High School Algebra; Wells' Essentials of Algebra; Wentworth's Geometry; Caesar, the first four books of the Commentaries; Cicero, Orations against Catiline, Manilian Law and Archias, with questions on the forms and construction. In addition a short passage to translate into Latin, based on the first book of the Commentaries; short passage of simple Latin to translate at sight; Shaw's New History of English Literature; Meikeljohn's English Language; Phillip Van Ness Myers' General History; E. Benj. Andrews' Brief Institute of General History; Mary D. Sheldon's Studies in General History; Hutchinson's Physiology; Carhart & Chute's Physics; Storer & Lindsay's Chemistry; Bergen's Elements of Botany; R. H. Quick's Essays on Educational Reformers; J. G. Fitch's Lectures on Teaching.

APPOINTMENT OF TEACHERS.

I. (NORMAL GRADUATES.)

The following regulations concerning teachers' appointments were approved by the Board of Education at its meeting of September 14, 1897: —

(a) All appointments to positions of assistant teachers, take place from the eligible list printed in the pay-roll manual of the Public Schools.

(b) Only graduates from the Normal Course are placed on this list, each class in the order of the time of graduation.

(c) The names of the members of each class are arranged in the order of the scholarship record of the applicants during the last two years of the Normal Course.

(d) All appointments to take place strictly in accordance with the eligible list thus prepared, and no preference is to be shown on any account whatsoever.

(e) The marriage of any lady in the employ of the Board is considered as a resignation, and no married lady is to be appointed to a position.

II. (COLLEGE GRADUATES.)

Ladies who have graduated from a college in good standing, and have also passed the principals' examination, as required by the rules of the Board, may be put on the eligible list of substitutes for the district schools, by the Superintendent, if he is satisfied of their presumable practical efficiency as teachers; and these applicants shall in such case take their place on the eligible list in the order of the date of their examination.

III. (REINSTATEMENT OF FORMER TEACHERS.)

Graduates of the Normal School of St. Louis, who were formerly in the employ of the Board, and apply for reinstatement may, provided they are not married ladies, be placed, by the Superintendent, on the eligible list, under the following restrictions: —

(a) A preference in appointment shall be given to the graduates of the Normal School now on the eligible list of the Board, and only such of the former teachers asking for reinstatement shall be considered, that are not disqualified on account of age or feeble health, from performing efficiently every duty that may be assigned to teachers, and whose record during the time they were in the employ of the Board was exceptionally good. No such applicants shall be employed unless the Superintendent believes that they will do better work than the average young teacher.

(b) All former teachers applying for reinstatement under this regulation, who have been out of the employ of the Board for a period of three years, or longer, shall be obliged, before they are placed on the eligible list, to pass a satisfactory examination in the studies prescribed by the Board.

(c) When such examination seems to be in the interest of the schools, the Superintendent may hold it at the time prescribed by the rules of the Board for principals' examinations.

(d) Former teachers passing an examination in accordance with this regulation may be put on the eligible list under the date of their examination, but they shall not be appointed until after those preceding them on the list have found positions.

REGULATIONS CONCERNING REQUESTS FOR LEAVE OF ABSENCE.

(Approved by the Board of Education, Sept. 14, 1897.)

Any teacher in the employ of the Board of Education who is compelled to be absent from school for some length of time should send a request for a leave of absence.

Leave of absence may be granted to a teacher for cause which the Board deems sufficient, and on written application. No leave of absence, however, shall be granted for the purpose of taking a position elsewhere, and keeping the position in this city open in the meanwhile. The granting of leave of absence shall be under the following restrictions: —

(1) All requests for leave of absence must be in writing, and contain a full statement of the cause.

(2) *Ranking Teachers.* — Leave of absence may be granted to ranking teachers, until the end of the current scholastic year, with a promise of reinstatement to the rank and position which they hold at the time.

(3) An extension of such leave of absence, with promise of rank and position, may be granted at the beginning of the following scholastic year, under the condition that the aggregate time for which such leave of absence has been granted or extended shall not exceed ten months. Such leave of absence may again be extended without promise of rank or position, to the end of the current school year, on written application.

(4) *Second Assistants.* — A leave of absence without promise of special position, may be given to any teacher, until the end of the scholastic year, and on request, such leave of absence may be extended for a time not exceeding ten school months, at the beginning of the next scholastic year.

(5) *Failure to Return.* — Failure to report for duty at the expiration of a leave of absence or extension granted to a teacher, or failure to ask

for leave of absence, in case of protracted absence, shall be considered a resignation.

(6) *Substitutes and Apprentice Teachers.* — The Superintendent may extend from year to year the leave of absence of substitutes on the eligible list, as long as their services are not required.

(*Rule 48, Secs. V, VI, and VII.*)

(7) *Notice of Return.* — Whenever a leave of absence to the end of the scholastic year has been granted by the Board of Education, the teacher must notify the Superintendent by the 1st of June of her intention to resume her duties at the beginning of the next scholastic year, so that notice of the intended return may be inserted in the June proceedings of the Board.

In the case of a leave of absence that has extended seven months or longer, and which terminates at a period other than the end of the scholastic year, the teachers' request for reinstatement must be made before the second Tuesday of the month preceding the date of intended return, with the understanding that the reassignment of such teacher to a position cannot be made until after the second Tuesday of the following month.

Teachers having leave of absence for less than seven months, and not terminating with the end of the scholastic year, must notify the Superintendent of their intention to return at least two weeks before the expiration of the time specified in their leave of absence, otherwise a position will not be held for them.

(8) *Notice.* — Attention is called to the fact that an indefinite leave of absence is equivalent to a resignation according to the Rules of the Board.

In response to request for leave of absence, it is the custom of the Board to grant it until June 1st, instead of the end of the school year. The reason for this practice is that teachers wishing to return from their leave of absence must send word in writing to that effect between June 1st and June 15th, so that positions may be reserved for them when the list of teachers for the following scholastic year is made up. If the leave of absence is not renewed between June 1st and the close of the school year this is usually construed as equivalent to a resignation.

All requests for leave of absence should be written on the blank provided for this purpose. On the back of this blank the regulations of the Board of Education concerning leave of absence are printed, and should be read before the request is made. Leave of absence blanks may be obtained from the principals or at the office of the Superintendent of Instruction.

NOTICES TO TEACHERS.

TEACHERS' VISITING DAYS. — Requests for "visiting days" require the indorsement of the principal and should mention the day of the visit and the school to be visited. Such requests should be sent to the Superintendent at least a week before the time of the visit.

SUBSTITUTE TICKETS. — In making out time for substitutes in permanent places at the end of the half quarter, principals will please bear in mind the regulation which was adopted by the Board at its meeting of June 14th, 1898 (page 622 official proceedings), to the effect that the time of substitutes in *permanent places*, after they have been in such permanent vacancies for two months, shall be counted in the same way as the time of regular teachers.

RESIDENCES. — When teachers change their residence they are requested to send notice of such change to the office of the Superintendent of instruction.

TERMS AND VACATIONS.

ANNUAL SCHOOL TERM. — Forty weeks, beginning the first Monday in September. Labor Day, by action of the Board, is given to the schools as a holiday; hence their first session is a day later.

VACATIONS. — From December 25th to January 1st, inclusive, and from the close of the fortieth week of school, which is usually about the middle of June, to the Tuesday following the first Monday in September.

DAILY SESSIONS IN THE HIGH SCHOOL. — From 9: 00 a. m. to 2: 30 p. m.

DAILY SESSIONS IN THE DISTRICT SCHOOLS. — From 9: 00 a. m. to 12: 00 m., and from 1: 10 to 3: 25 p. m.

The program must continue until within five minutes of the close of the morning and afternoon sessions. At 11: 55 and 3: 20 respectively preparations for dismissal may be begun.

DOUBLE TIME SESSIONS. — In overcrowded districts where more children apply for admission than can be accommodated, a double-time session is temporarily instituted. The children are divided into two classes, one set of pupils attending from 8: 30 to 12: 20, and another set attending from 12: 30 to 4: 30. Two teachers are assigned to such rooms, one for the forenoon and another for the afternoon.

INCLEMENT WEATHER SESSIONS FOR THE FULL TIME. — In cases of storm or violent rain at noon time, when the children are about to be dismissed, principals are authorized, in their discretion, to continue school without the usual noon-day intermission of one hour and ten minutes. Such inclement weather sessions last from 9 a. m. to 2: 30 p. m., with a noon recess of twenty minutes.

EVENING SCHOOLS. — Commence the second Monday in October and continue (three evenings per week) for twenty weeks. The evening school sessions begin at 7: 00 and end at 9: 00 p. m. Names of absent pupils are discontinued from the list after two evenings' absence.

TEXT-BOOKS USED IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

READING. — Stepping Stones, first to third books inclusive; Baldwin's Readers, first to eighth, inclusive.

SPELLING. — Reed's Word Lessons.

GRAMMAR. — Language Work, Reed & Kellogg; Lessons in English, Reed & Kellogg.

ARITHMETIC. — Southworth's Essentials of Arithmetic, books One and Two.

GEOGRAPHY. — Natural — Elementary and Advanced.

HISTORY. — Fiske's History of the United States.

PENMANSHIP. — Spencerian Shorter Course Nos. 4, 6 and 7; Vertical, Natural, Nos. 3, 4 and 6.

DRAWING. — Prang's Books, Nos. 1 to 10, inclusive.

MUSIC. — Loomis' Song Books, Nos. 2, 3 and 4.

DICTIONARY. — Webster's Academic and Common School Dictionary.

Text-books for supplementary reading in the higher grades, whose purchase by pupils is authorized by the Board: —

Standard Literary Series (University Publishing Co.).

Riverside Literary Series (Houghton, Mifflin & Co.).

English Classic Series (Maynard, Merrill & Co.).

In the four lower grades text-books are furnished free to pupils, to be used in the school room only. In the four higher grades the pupils are expected to buy their books, and the Board makes provision to sell the books at cost, paying for the handling of the same out of the general fund. Where the children in the four higher grades are unable to buy their books the same are furnished to them as a loan.

The pupils are expected to buy all copy books, drawing books, slates, writing and drawing blocks, etc. Material which is to be used by various classes in turn, such as water color paint and paper blocks, is purchased by the pupils jointly, semi-annually, the expense to each child for material for water color work being about seven cents.

READING MATTER FOR EVENING SCHOOLS.

8 sets C. F. Dole's "The Young Citizen," D. C. Heath & Co.

16 sets Tarr & McMurry's Geographies, the Macmillan Co.

16 sets Eggleston's First Book in American History, American Book Co.

16 sets Stepping Stones to Literature, Book III. or IV., Silver, Burdette & Co.

16 sets Stepping Stones to Literature, Book VI., Silver, Burdette & Co.

6 sets Stepping Stones to Literature, Book VIII., Silver, Burdette & Co.

SUPPLEMENTARY READING BOOKS IN THE DISTRICT SCHOOLS.

The number of sets enumerated below is the maximum allowed each school; the regular quota is less.

NAME OF BOOK.	Classes of Schools and Number of Rooms.					
	A 18	B 14	C 10	D 8	E 5	F & G 3 & 4
I GRADE.						
Thompson's Fables (sets of 25 each). The Morse Co	2	2	2	2	1	1
Lights to Literature (sets of 25 each). Rand, McNally & Co	2	2	2	2	1	1
Hiawatha Primer (sets of 30 each). Houghton, Mifflin & Co	2	2	1	1	1	1
Bow Wow (sets of 30 each). Maynard, Merrill & Co	2	2	1	1	1	1
Aesop's Fables (sets of 30 each). Educational Pub. Co	2	2	1	1	1	1
II GRADE.						
Around the World, Vol. I (sets of 30 each). The Morse Co	2	2	1	1	1	1
In Mythland (sets of 30 each). Educational Pub. Co	2	1	1	1	1	1
America's Story (sets of 30 each). D. C. Heath & Co	2	1	1	1	1	1
Grimm's Fairy Tales (sets of 25 each). Ginn & Co	2	2	2	1	1	1
III GRADE.						
Robinson Crusoe (sets of 25 each). Public School Pub. Co	3	2	2	1	1	1
Scudder's Fables and Folk Stories (sets of 25 each). Houghton, Mifflin & Co	1	1	1	1	1	.....
Fifty Famous Stories Retold (sets of 30 each). American Book Company	2	2	2	1	1	.....
Jane Andrew's Seven Little Sisters (sets of 25 each). Ginn & Company	2	2	2	2	1	1
Story of U. S. for Young Readers (sets of 25 each). Educational Pub. Co., Chicago	2	1	1	1	1	1
IV GRADE.						
Around the World, Vol. II (sets of 30 each). The Morse Co	2	2	1	1	1	1
Eggleston's Stories of Great Americans (sets of 25 each). American Book Company	2	2	2	2	1	1
Pioneers of the Mississippi Valley (sets of 25 each). Public School Publishing Co	2	1	1	1	.....	.....
Hawthorne's Wonder Book (sets of 25 each). Houghton, Mifflin & Co	1	1	1	1	1	.....

SUPPLEMENTARY READING BOOKS IN THE DISTRICT SCHOOLS. — *Continued.*

The number of sets enumerated below is the maximum allowed each school; the regular quota is less.

NAME OF BOOK.	Classes of Schools and No. of Rooms.					
	A 18	B 14	C 10	D 8	E 5	F & G 3 & 4
V GRADE.						
Hawthorne's Tanglewood Tales (sets of 25 each). Houghton, Mifflin & Co	1	1	1	.....	.....	.....
Lamb's Adventures of Ulysses (sets of 30 each). D. C. Heath & Co	1	1	1	1	1	.....
Eggleston's First Book in American History (sets of 30 each). American Book Co	2	1	1	1	.....	.....
Gulliver's Travels (sets of 25 each). D. C. Heath & Co	2	1	1	1	1	1
Carpenter's Asia (sets of 25 each). American Book Co	1	1	1	.....	.....	.....
Carpenter's South America (sets of 25 each) American Book Co	1	1	1	.....	.....	.....
Black Beauty (sets of 25 each). University Pub. Co	1	1	.....	.....	.....	.....
VI GRADE.						
Great Artists (sets of 25 each). Educational Pub. Co	1	1	.....	.....	.....	.....
Morris Elementary History of United States (sets of 25 each) Lippincott & Co	2	1	1	.....	.....	.....
The Land We Live In, Vol. II (sets of 25 each). Lee & Shepard	1	1	1	1	1	.....
VII GRADE.						
Longfellow's "Evangeline" (sets of 25 each). Ginn & Co	1	1	1	.....	.....	.....
Hawthorne's Stories from New England History (sets of 25 each). Houghton, Mifflin & Co	1	1	1	1	.....	.....
F. E. Coe's "The World and Its Peoples" (sets of 25 each). Silver, Burdette & Co	2	2	1	1	1	1
Scott's "Ivanhoe" (sets of 25 each). Educational Publishing Co	2	1	.....	.....	.....	.....
C. F. Dole's "The Young Citizen" (sets of 25 each). D. C. Heath & Co	1	1	1	.....	.....	.....
VIII GRADE.						
Scott's Marmion (sets of 25 each). Ginn & Co	2	1	1	1	.....	.....
Lamb's Tales from Shakespeare (sets of 25 each). D. C. Heath & Co	1	1	.....	.....	.....	.....
Longfellow's Miles Standish (sets of 25 each). Ginn & Company	1	1	1	.....	.....	.....

In several schools sets of the following books in addition to those of the general list will be found: Scott's Lady of the Lake; Burrough's Birds and Bees; Francillon's Gods and Heroes; Ruskin's King of the Golden River.

SUPPLEMENTARY READING BOOKS ISSUED BY THE PUBLIC LIBRARY.

The Public Library issues to the schools, on requisition of the principals, the following books, in sets, for supplementary reading. The books may be retained one month and transportation to the nearest delivery station is provided by the Library. Lists of books on hand will be mailed upon request to the Public Library, and principals may check opposite the sets wanted. These will be filed in order of receipt and filled accordingly: —

Abbott	Rollo's experiments	1		30	copies	each,	Gr. 3-4
Aesop	Fables (1st series)	4	sets,	"	"	"	" 1-2
Aesop	Fables (2nd series)	1	set,	"	"	"	" 1-2
Anderson	Fairy tales (1st series)	2	sets,	"	"	"	" 3-4
Anderson	Fairy tales (2nd series)	2	sets,	"	"	"	" 3-4
Andrews	Each and All	5	sets,	"	"	"	" 3-4
Baldwin	Fifty Famous Stories Retold	4	sets,	"	"	"	" 3-4
Baldwin	Old Greek Stories	4	sets,	"	"	"	" 2-3
Baldwin	Old Stories of the East	3	sets,	"	"	"	" 2-3
Bates	Fairy Tale of a Fox, a Dog, etc	5	sets,	"	"	"	" 1-2
Beckwith	In Mythland	1	set,	"	"	"	" 2-3
Books for the Bairns		20	sets,	"	"	"	" 2-3
Books for the Bairns		2	sets,	51	"	"	" 2-3
Brooks	Stories of the Red Children	1	set,	"	"	"	" 2-3
Bunyan	Pilgrim's Progress	1	set,	30	"	"	" 4-5-6
Caldecott	Picture Books	6	sets,	"	"	"	" 1-2
Carpenter	Asia	1	set,	25	"	"	" 7-8
Carroll	Alice's Adventures in Wonderland	3	sets,	30	"	"	" 3-4
Clarke	Story of Caesar	1	set,	25	"	"	" 7-8
Clemens	Prince and Pauper	1	set,	30	"	"	" 4-5-6
Coe	Modern Europe	1	set,	25	"	"	" 4-5-6
Coe	Our American Neighbors	1	set,	25	"	"	" 5-6-7
Cooper	Last of the Mohicans	1	set,	25	"	"	" 7-8
Craik	Bow-wow and Mew-mew	1	set,	30	"	"	" 1-2
Crosby	Our Little Book for Little Folks	4	sets,	"	"	"	" 1-2
DeFoe	Robinson Crusoe (McMurry)	1	set,	"	"	"	" 2-3
DeFoe	Robinson Crusoe (Riverside)	3	sets,	"	"	"	" 4-5-6
DeFoe	Robinson Crusoe (Stephens)	1	set,	25	"	"	" 2-3
Dickens	Christmas Carol	1	set,	"	"	"	" 7-8
Dodge	Hans Brinker	1	set,	30	"	"	" 4-5-6

Eggleston	First Book in American History	5	sets,	30	copies	each,	Gr. 3-4
Eggleston	Stories of American Life and Adventure	4	sets,	"	"	"	" 2-3
Eggleston	Stories of Great Americans for Little Americans	2	sets,	"	"	"	" 2-3
Ewing	Jackanapes	5	sets,	"	"	"	" 4-5-6
Franklin	Autobiography	1	set,	"	"	"	" 4-5-6
Golden	Fairy Book	2	sets,	"	"	"	" 4-5-6
Guerber	Story of the Chosen People	4	sets,	"	"	"	" 4-5-6
Haaren	Rhymes and Fables	1	set,	"	"	"	" 1-2
Hawthorne	Grandfather's Chair	1	set,	"	"	"	" 4-5-6
Holbrook	Hiawatha Primer	2	sets,	"	"	"	" 2-3
Homer	Story of Troy (Clarke)	1	set,	25	"	"	" 4-5-6
Irving	Alhambra	1	set,	"	"	"	" 7-8
Johonnot	Book of Cats and Dogs	4	sets,	30	"	"	" 1-2
Johonnot	Neighbors with Wings and Fins	4	sets,	"	"	"	" 1-2
Keary	Heroes of Asgard	3	sets,	30	"	"	" 4-5-6
Kellogg	Australia and the Islands of the Sea	1	set,	25	"	"	" 7-8
Kingsley	Greek Heroes	5	sets,	30	"	"	" 4-5-6
Kingsley	Water Babies	3	sets,	"	"	"	" 4-5-6
Kirby	Aunt Martha's Corner Cupboard	1	set,	"	"	"	" 2-3
Lane	Stories for Children	4	sets,	"	"	"	" 1-2
Lang	Cinderella	2	sets,	"	"	"	" 2-3
Lang	History of Whittington	2	sets,	"	"	"	" 2-3
Lang	Jack and the Beanstalk	4	sets,	"	"	"	" 1-2
Lang	Jack the Giant Killer	3	sets,	"	"	"	" 2-3
Lang	Little Red Riding Hood	2	sets,	"	"	"	" 2-3
Lang	Prince Darling	1	set,	"	"	"	" 2-3
Lang	Princess on the Glass Hill	2	sets,	"	"	"	" 2-3
Lang	Sleeping Beauty in the Wood	2	sets,	"	"	"	" 2-3
Lang	Snowdrop	5	sets,	"	"	"	" 1-2
Longfellow	The Children's Hour	1	set,	25	"	"	" 7-8
Longfellow	Hiawatha	1	set,	"	"	"	" 7-8
Longfellow	Hiawatha, the Indian	2	sets,	30	"	"	" 3-4
Lovering	Stories of New York	1	set,	"	"	"	" 4-5-6
McMurry	Classics Stories for Little Ones	1	set,	30	"	"	" 1-2
Morley	Seed Babies	5	sets,	"	"	"	" 2-3
Mulock	Adventures of a Brownie	3	sets,	"	"	"	" 3-4
Mulock	Little Lame Prince	1	set,	"	"	"	" 3-4
Musick	Stories of Missouri	1	set,	25	"	"	" 7-8
Norton	Heart of Oak Books (No. 1)	4	sets,	30	"	"	" 1-2
Norton	Heart of Oak Books (No. 2)	4	sets,	"	"	"	" 2-3
Norton	Heart of Oak Books (No. 3)	5	sets,	"	"	"	" 3-4
Norton	Heart of Oak Books (No. 4)	5	sets,	"	"	"	" 4-5-6

Norton	Heart of Oak Books (No. 5)	1 set,	30	copies	each,	Gr. 4-5-6
Norton	Heart of Oak Books (No. 6)	1 set,	"	"	"	" 7-8
Pratt	Stories of Massachusetts	1 set,	25	"	"	" 7-8
Scott	Lady of the Lake	1 set,	"	"	"	" 7-8
Scott	Tales of a Grandfather	1 set,	"	"	"	" 7-8
Scudder	Book of Fables and Folk Stories	1 set,	30	"	"	" 2-3
Sewell	Black Beauty	4 sets,	"	"	"	" 3-4
Shakespeare	Julius Caesar	1 set,	25	"	"	" 7-8
Shakespeare	Merchant of Venice	1 set,	25	"	"	" 7-8
Swinton	Golden Book of Choice Reading	1 set,	30	"	"	" 2-3
Taylor	Boys of other Countries	4 sets,	"	"	"	" 2-3
Thackeray	Rose and the Ring	2 sets,	"	"	"	" 3-4
Thompson	First Reader	3 sets,	"	"	"	" 1-2
Thompson	Lobo, Nag and Vixon	1 set,	"	"	"	" 4-5-6
True	Iron Star	1 set,	"	"	"	" 5-6-7
Virgil	Story of Aeneas	1 set,	25	"	"	" 7-8
Whittier	Child Life	5 sets,	30	"	"	" 3-4
Wiggin	Bird's Christmas Carol	5 sets,	"	"	"	" 4-5-6
Wright	Seaside and Wayside (No. 1)	5 sets,	"	"	"	" 1-2
Wright	Seaside and Wayside (No. 2)	5 sets,	"	"	"	" 2-3
Wyso	Swiss Family Robinson	1 set,	"	"	"	" 4-5-6

APPORTIONMENT OF REFERENCE BOOKS AND APPARATUS.

Following is the apportionment of Reference Books, Wall Maps and Apparatus, and is the maximum number of supplies of this kind which may be furnished, by action of the Board of Education on October 9, 1900 (P. P. Vol. XI., p. 793.

	CLASSES OF SCHOOLS.					
	A 18 Rooms.	B 14 Rooms.	C 10 Rooms.	D 8 Rooms.	E 5 Rooms.	F & G 4 & 3 R'ms.
United States Maps	4	3	2	2	1	1
Map of South America	2	1	1	1	.....	.....
Map of Europe	3	2	1	.....	.....	.....
Map of Asia	2	1	1	.....	.....	.....
Map of Africa	2	1	1	.....	.....	.....
Map of Australia	1	1	1	.....	.....	.....
Map of Hemispheres	1	1	1	1	1	1
Wall Maps	15	10	8	4	2	2
Relief Maps (Sets) and case	1	1	1	1	.....	.....
Globes	3	1	1	1	1	1

Foot rules, one set for each primary room (each set in a box containing 30 one foot rules, 60 six inch rules, 90 four inch rules, 120 three inch rules).

Yard Measures, one for each primary room.

Liquid Measures, one set for each school (gill, pint, quart, gallon).

Dry Measures, one set for each school (half-bushel, peck).

Pitch Pipes, one for each teacher.

Wands for Calisthenic Exercises in sufficient number.

REFERENCE LIBRARY.

Apportioned by Schools.

	CLASSES OF SCHOOLS.					
	A 18 Rooms.	B 14 Rooms.	C 10 Rooms.	D 8 Rooms.	E 5 Rooms.	F & G 4 & 3 R'ms.
International Dictionaries, G. & C. Merriam Co, Springfield, Mass	4	3	2	2	1	1
Academic Dict. for Teachers, Amer. Book Co., Chicago		One	For	Each	Desk.	
Thomas' Biographical Dictionary, J. B. Lippincott & Co., Philadelphia	4	2	1	1	1	1
Apgar's Trees of N. A., Amer. Book Co., Chicago	3	1				
Morse's First Book in Zoology, Amer. Book Co., Chicago	3	1				
Richard's 1st Les. in Minerals, D. C. Heath & Co., Chicago	3	2	1	1	1	1
Howe's Science Teaching, D. Appleton & Co., New York	5	4	3	2	1	1
Dana's Geological Story, Amer. Book Co., Chicago	3	1				
Cooper's Animal Life on—etc., Amer. Book Co., Chicago	5	4	3	2	1	1
Bass' Nature Stories. Plants, D. C. Heath & Co., Chicago	5	4	3	2	1	1
Bass' Nature Stories, Animals, D. C. Heath & Co., Chicago	5	4	3	2	1	1
Johonot's Animal World, Amer. Book Co., Chicago	5	4	3	2	1	
Johonot's Geo'l Readers, Amer. Book Co., Chicago	5	4	3	2	1	
Gray's How Plants Grow, Amer. Book Co, Chicago	5	3	2	1	1	1
Carhart's Physics, Allyn & Bacon, Boston	2	1				
Tenney's Elements of Zoology, Amer. Book Co., Chicago	1					
Coe's The World and Its People, Silver, Burdette & Co., Chicago	5	4	3	2	1	
A Hundred Famous Americans, Geo. Rutledge & Son, New York	5	3	2	1	1	1
Pratt's People and Places (sets), Educational Pub. Co., Chicago	3	2	2	1	1	
King's Geo'l Readers (sets), Lee & Shepard, Boston	3	2	2	1	1	1

APPORTIONED BY GRADES.

Wilson's Manual For Teachers, one copy in each room having 1st, 2nd and 3rd grades. The McMillan Co., New York.

D. Lange's Hand-Book of Nature Study, one copy in each room having 4th, 5th, 6th, 7th and 8th grades. The McMillan Co., New York.

Easy Experiments in Physics, by Preston Smith, one copy in each room having 7th and 8th grades. The Morse Co., New York.

HIGH SCHOOL TEXT-BOOKS.

Mathematics: Wentworth's Algebra; Geometry; Trigonometry; (Ginn & Co., Boston) — Seymour's Bookkeeping; (Becktold, St. Louis.) The "Business Arithmetic," (Williams & Rogers, Chicago).

History: Myers' General; (Ginn & Co., Boston) — Green's Short History of the English People; (Harper & Bros., New York).

Civics: Macy's Government; (Ginn & Co., Boston) — Ely's "Outlines of Economics," (Macmillan & Co., New York) — Clark's Commercial Law; (Maynard, Merrill & Co., New York).

Fine Arts: Goodyear's Parts I and II; (A. S. Barnes & Co., New York).

French: Miras & Stern's First Lessons: College Plays; (Henry Holt & Co., New York) — Chardenal's Grammar; (Allyn & Bacon, Boston) — Super's Reader; Bruce's Sight Translations; (D. C. Heath & Co., Boston) — Spiers & Surrenne's Dictionary; (D. Appleton & Co., New York).

German: Harris' German Lessons; German Composition; Hewett's German Reader (Macmillan & Co., New York) — Thomas' Grammar; (D. C. Heath & Co., Boston) — Schiller's Lied von der Glocke; (Witter, St. Louis) — Texts for Translation: Der Neffe als Onkel, Wilhelm Tell, Minna von Barnhelm, Maria Stuart, Iphigenie; (Henry Holt & Co., New York) — Altes und Neues; (Ginn & Co., Boston) — Dictionary (C. Witter, St. Louis).

Spanish: Edgren's Grammar; Metzke's Spanish Reader; (D. C. Heath & Co., Boston) — DeTornos' Method; (D. Appleton & Co., New York) — The Spanish Dictionary by Wessley & Girones, (Rutledge & Sons, New York).

Greek: Collar & Daniell's Composition; Leighton's Lessons; Goodwin's Grammar; Reader; (Ginn & Co., Boston) — Keep's Iliad; (John Allyn, Boston) — Liddell & Scott's Lexicon; (Harper & Bros., New York).

Latin: Collar & Daniell's First Book; Moulton's Composition; Moulton's Complete; White's Dictionary; Greenough & Kittredge's Virgil; (Ginn & Co., Boston) — Jones' Prose Exercises; (Scott, Foresman & Co., Chicago) — Harkness' Grammar; Allen & Greenough's new edition of Caesar (Ginn & Co., Boston) — Harkness' Cicero; (American Book Co., New York) — "Bellum Helveticum" by Lowe & Butler, (Scott, Foresman & Co. Chicago) for use by two Latin classes in the High School.

Science: Bailey's Botany; (The Macmillan Co., New York) — Hutchison's Physiology; (Maynard, Merrill & Co., New York) — Carhart & Chute's Physics; (Allyn & Bacon, Boston) — Storer & Lindsay's Chemistry; (American Book Co., New York).

Ethics-Psychology: Bryant's Psychology. Ethics; (S. C. Griggs & Co., Chicago).

Pedagogy: Currie's Common School Education; (The R. Clarke Co., Cincinnati) — Quick's Educational Reformers; (Bardeen & Co., Syracuse, N. Y.) — Fitch's Lectures on Teaching; (Macmillan & Co., New York).

Shorthand: Pitman & Howard's Manual; Blackie's Self-Culture; (Phonographic Institute Co., Cincinnati) — Selections No. 3; (Sir Isaac Pitman & Sons, London).

Music: Robyn's Classical Singer; (Kunkel Bros., St. Louis) — Loomis' Glee Book; (American Book Co., New York).

English: Kellogg's Rhetoric; English Classic Series; (Maynard, Merrill & Co., New York) — Collier's Literature; (T. Nelson & Sons, New York) — Morgan's Literary Studies; (Becktold, St. Louis) — Hudson's Shakespeare; Annotated English Classics; (Ginn & Co., Boston) — The Lake English Classics; (Scott, Foresman & Co., Chicago) — The Student English Classics; (Leach, Shewell & Sanborn, Boston) — Longman's English Classics; (Longmans, Green & Co., New York) — Riverside Literature Series; (Houghton, Mifflin & Co., Boston).

DRAWING SUPPLIES.

The following is a list of supplies for the study of drawing, which the Board has authorized and purchased for the schools: —

Fifty-five of each of the following; Small solids for pupils' individual use; — cubes, hemispheres, cylinders, cones, square prisms, square pyramids, hexagonal prisms.

Large solids, for teachers' use: Cube, sphere, hemisphere, cylinder, hollow cylinder, hollow flanged cylinder, cone, square prism, square prism divided diagonally, square plinth, square pyramid, right triangular prism, equilateral triangular prism, hexagonal prism, hexagonal pyramid, circular plinth, ovoid, ellipsoid.

Objects for still life study in drawing and color for large "A" class schools: —

(These objects are used as models from which pupils draw):

Little tub and wash board, coffee-mill, cart, trunk, garden-set, baskets, japanese lanterns, various pieces of tinware, candle-sticks, and the following, all of different forms and colors: tea-pots, coffee-pots, pitchers, jugs, bowls, glassware, vases.

In addition to these objects each room in the new schools having first and second grades should be supplied with one copy, respectively, of "Art Instruction in Primary Schools" I or II (Prang).

HIGH SCHOOL COURSE OF STUDY.

	A. General.				B General.				C Art.				D Scientific.				E Classic.				F Commercial.				G College.				H College.			
	20	20	22	21	20	20	22	23	20	20	22	24	20	20	24	24	20	20	26	25	23	23	24	25	25	25	28	29	25	25	26	27
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
English	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2
General History	....	....	3	3	....	....	3	3	....	....	3	3	....	....	....	3	....	....	3	3–	..	....	....	3	....	....	....	3	....	....	....	3
Shakespeare	....	....	....	3	....	....	....	3	....	....	....	3	....	....	....	3	....	....	....	–3	..	....	....	3	....	....	....	....	....	....	....	3
Psychology	..	....	....	....	....	....	....	5–	....	....	....	5–	....	....	....	....	....	....	....	....	....	....	....	5–	....	....	....	..	....	....	....	....
Ethics	....	....	....	....	....	....	....	–5	....	....	....	–5	....	..	....	....	....	....	....	....	....	....	....	–5	....	....	....	....	....	....	....	....
Commercial Law	....	....	....	....	....	....	..	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	–5	....	....	....	....	....	....	....	....	....
Civics	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5–	....	....	....	....	....	....	....	....
Economics	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	–5	....	....	....	....	....	....	....	....
Arithmetic	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	....	3–	....	....	....	....	....	....	....	....	....	....
Book-keeping	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	....	....	....	....	....	–3	5–	....	....	....	....	....	....	....	....	....
Algebra	5	....	....	....	5	....	....	....	5	....	....	....	5	....	3–2	....	5	....	....	....	5	....	....	....	5	....	3–2	....	....	3–2	....	....
Geometry	....	5	....	....	....	5	....	....	....	5	....	....	....	5	2–3	....	....	5	....	....	....	5	....	....	....	5	2–3	....	....	2–3	....	....
Trigonometry	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3–2
Chemistry	....	....	3	3	....	....	3	....	....	....	3	3	....	....	3	3	....	....	3	....	....	....	3	3	....	....	....	....	....	....	3	3
Physics	....	5	1	....	....	5	1	....	....	5	1	....	....	5	1	....	....	....	....	5	....	5	1	....	....	....	....	5	....	5	1	....
Biology	5	....	....	....	5	....	....	....	5	....	....	....	5	....	....	....	5	....	....	....	5	....	....	....	5	....	....	....	5	....	....	....
Penmanship	..	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....
Stenography	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	....	....	....	....	....	....	....	....
Art and Drawing	....	....	....	....	....	....	....	....	5	5	5	3	....	....	....	....	....	....	....	....	5	5	....	....	....	....	....	....	....	....	....	....
Latin	5	5	5	5	5	5	5	5	....	....	....	....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
German	....	....	5	5	5	5	5	5	....	....	5	5	....	....	5	5	....	....	5	5	5	5	5	5	5	5	5	5	5	5	5	5
French	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5
Spanish	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	5	5	....	....	....	....	....	....	5	5
Greek	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	5	5	....	....	....	....	....	5	5	5	....	....	....	....
College Studies	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	3	4	....	....	2	3

The studies enclosed in a brace are alternative.

GENERAL STATEMENT OF THE HIGH SCHOOL COURSE OF STUDY.

At least twenty recitations a week are required in every course; work additional to that required by any course may be taken with the permission of the principal.

One hundred recitations in a single study, with a satisfactory record, constitute one point in any course.

Not less than thirty-two such points are required for graduation in any course, and eight of these thirty-two points must be made on the studies of each year, whatever course be taken.

In studies that occupy one or more years of any course, no credit is allowed for less than one year's work satisfactorily completed.

Fractional credit is allowed on studies which do not occupy sufficient time to constitute full points.

The studies prescribed for all pupils are English, Literature, General History, Algebra, Geometry, Biology, and Physics, which furnish sixteen of the thirty-two points required for graduation. The other sixteen points may be secured by successfully pursuing a sufficient number of the other studies afforded by the several courses provided, namely: Shakespeare, English History, Psychology, Ethics, Commercial Law, Civics, Economics, Arithmetic, Bookkeeping, Trigonometry, Penmanship, Stenography, Art, Drawing, Chemistry, Latin, German, French, Spanish, Greek, Science of Education, History of Education, Nature Study, Physical Geography, Methods of Discipline, and Methods of Teaching: Arithmetic, Grammar, Geography, Reading, Singing, Drawing, and Writing.

SKETCH OF WORK IN THE NEW TEXT-BOOKS.

		Grades.	I.				II.				III.				IV.				V.				VI.				VII.				VIII.			
		Quarter.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
READING.	Baldwin's Readers...	TO PAGE	21	44	83	128	37	79	120	160	56	108	159	208	55	105	149	193	54	100	146	193	65	121	175	225	62	114	170	225	63	120	179	234
	Stepping Stones to Literature.....		25	45	85	128	46	84	121	157	63	119	171	228	....	..	....	....	....	....	..	....	....	..	....	..	....	....	....	....	..	....	..	....
GEOGRAPHY.	Natural Geography, Elementary.		....	....	....	....	....	....	....	....	Oral *	Oral *	18	32	54	72	90	110	124	141	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Natural Geography, Advanced.....		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	33	49	62	78	95	112	124	143	154	....	....	....	....
LANGUAGE LESSONS.	Reed's Introductory Language Work...		....	....	....	....	....	....	....	....	43	71	102	133	163	194	222	249	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Reed and Kellogg's Higher Lessons in English.....		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	48	72	80 / 358 / 368	119	142	168	194	217	241	266	290	313	324 and Review	357	Review
	Reed's Word Lessons		....	....	....	....	....	....	....	....	....	....	....	....	22	37	52	61	76	92	107	122	138	153	171	188	....	....	....	....	....	....	....	....
ARITHMETIC.	Essentials of Arithmetic, Part I.....		....	....	....	....	....	....	....	....	30*	42*	58*	78*	98	114	128	144	159	185	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Essentials of Arithmetic, Part II.....		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	....	25	51	77	105	123	138	147	168	190	209	222	234	Appx. 22.47	....
HISTORY.	Fiske's History of the United States..		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	84	155	246	261 / 490 / 500	500-512	261-345	432	493
PENMANSHIP.	Natural System of Vertical Writing....		..	..	..	..	....	....	bo 3	ok 3	bo 3	ok 3	3	3	bo 4	ok 4	4	4	bo 4	ok 4	4	4	bo 6	ok 6	6	6	book 6	6						

* The text-book to be used as a manual in the hands of the teacher.

This sketch is supplementary of the old course of study, and affects it only as far as the books mentioned above are concerned. All other work remains as prescribed in the old course of study.

TEACHERS' ANNUITY ASSOCIATION.

REPORT OF LEGISLATIVE COMMITTEE.

OCTOBER 12TH, 1901.

ARTICLES OF AGREEMENT FOR INCORPORATION.

The following is hereby adopted as the Articles of Agreement for the incorporation of the Teachers' Benevolent Annuity Association of the St. Louis Public Schools: —

ARTICLE I. — TITLE.

This organization shall be known as the Teachers' Benevolent Annuity Association of the St. Louis Public Schools.

ARTICLE II. — PURPOSES.

The purpose of this Association shall be to encourage and promote benevolence and charity among the members of the Association and, particularly, to provide annuities for superannuated or needy teachers of the aforesaid schools, who have been active members of this Association. Further, it may act as trustee of gifts for the use of individual teachers, or classes of teachers of said schools, under such conditions, and according to such terms as the donors may prescribe. It may also provide for the giving of relief to such of its active members as may be temporarily in destitute condition. It shall not, however, exist or be carried on for purposes of pecuniary profit.

ARTICLE III. — MEMBERSHIP.

Its members shall consist of persons who are now, or who shall hereafter be engaged in the work of instruction in the Public Schools of the City of St. Louis, in the State of Missouri.

Such membership shall be provided for, and regulated by, the Constitution and By-Laws of this Association concerning the qualifications and admission of members.

ARTICLE IV. — OFFICERS AND COMMITTEES.

Section 1. The officers of this Association shall be a President, Vice-President, Secretary, and Treasurer, who shall be chosen from the active members of the Association in the manner provided for in its Constitution and By-Laws.

Section 2. There shall be a Board of Trustees, whose number, qualifications and duties shall be provided for in, and regulated by, the Constitution and By-Laws of this Association; but the President of the Board of Education of the City of St. Louis, and the Chairmen of its Instruction, Finance, and Teachers Annuity Committees shall, ex-officio, be members of said Board of Trustees, and the remaining members shall be chosen from among the active members of the Association.

Section 3. The Constitution and By-Laws of this Association may also provide for an Executive Committee, and such subordinate committees as may be deemed best.

Article V. — Funds.

Section 1. All moneys and property held by the Association shall be divided into a *general fund* and a *permanent fund.*

Section 2. The *general fund* shall include the following moneys and properties:—

First — Such part of the total annual dues for *each* and *any* year as the Association shall, in general meeting, or by its Executive Committee, at the close of each scholastic year, by resolution, determine.

Second — All interest and revenue derived from the investment of the permanent fund.

Third — All gifts, donations and bequests made to the general fund.

Section 3. The *Permanent Fund.* — During the continuance of this Association, shall be used as a permanent capital only, and shall include the following moneys and property: —

First — Such part of the total of the annual dues, for each and any year, not assigned to the general fund under the provisions of Section 2 of this Article.

Second. All gifts, donations and bequests, unless otherwise limited by the donors or testators, and all revenue derived from other sources, and not otherwise appropriated.

Article VI. — Annual Dues.

For the care and relief of its members, and to carry out the purposes of this Association, the Constitution and By-Laws shall specifically provide for the payment of annual dues, either by the active members alone, or otherwise, and shall also provide for penalties and forfeitures of membership to be incurred by failure to make such payments as are required by the Constitution and By-Laws.

ARTICLE VII. — BENEFICIARIES AND ANNUITANTS.

The Constitution and By-Laws shall also contain specific provisions defining who may become beneficiaries of this Association, and who shall be entitled to receive annuities; provided, however, that the Board of Trustees named in Section 2, Article IV, shall have the power, under and in accordance with these provisions, to determine annually the persons entitled to relief or annuities, and the rules, conditions and terms upon which such relief or annuities shall be given.

CONSTITUTION ADOPTED MAY 4TH, 1901.

CONTAINING CHANGES MADE NECESSARY BY NEW CONDITIONS AND BY AMENDMENTS SUGGESTED BY TEN OR MORE ACTIVE MEMBERS.

PREAMBLE.

This organization shall be known as the Teachers' Benevolent Annuity Association of the St. Louis Public Schools.

The purpose of this Association shall be to encourage and promote benevolence and charity among the members of the Association, and particularly to provide annuities for superannuated or needy teachers of the aforesaid schools, who have been active members of this Association. Further, it may act as trustee of gifts for the use of individual teachers or classes of teachers of said schools, under such conditions, and according to such terms, as the donors may prescribe. It may also provide for the giving of relief to such of its active members as may be temporarily in destitute condition. It shall not, however, exist or be carried on for purposes of pecuniary profit.

ARTICLE I. — MEMBERSHIP.

Section 1. There shall be three classes of members: Active, Associate and Honorary.

Sec. 2. The Active members shall be composed of persons engaged in the work or instruction in the St. Louis Public Schools, as Superintendents, Supervisors, Principals, Assistant Teachers, or under any other title.

Sec. 3. The Associate members shall be composed of persons who pay to this Association an annual fee of five dollars.

Sec. 4. The Honorary members shall be composed of persons, not teachers in the St. Louis Public Schools, who have given distinguished aid to this Association.

Sec. 5. Each Active member shall pay to this Association annually a sum equivalent to one per cent of his or her salary for that year, until he or she shall have paid in a sum equivalent to one per cent of the total of his or her salary for the last thirty or twenty-five years respectively, he or she shall have taught.

Sec. 6. An Active member who shall fail to make any annual payment provided for in Section 5 of this Article shall be required to show to the Executive Committee proper cause therefor; failing so to do, such member shall forfeit his or her membership and all rights under this Constitution.

Sec. 7. No one engaged in the work of instruction in the St. Louis Public Schools at the time of the adoption of this Constitution shall become an active member of this Association except on payment into the Association of a sum equivalent to one per cent of all his or her annual salaries, beginning with that for the school year 1899–1900, and ending with that of the school year previous to the date of his or her application; and no one who may be appointed to the work of instruction in the St. Louis Public Schools after the time of adoption of this Constitution shall become an active member of this Association except on payment into the Association of a sum equivalent to one per cent of his or her salary from the time of his or her appointment to the end of the school year previous to the date of his or her application for membership.

Sec. 8. Any active member voluntarily withdrawing from the work of instruction in the St. Louis Public Schools shall cease to be a member of this Association, and all his or her rights therein shall be thereby satisfied and ended, except in the cases provided for in Article VII, Sections 1 and 2.

Article II. — Organization.

Section 1. The officers of this Association shall be a President, Vice-President, Secretary and Treasurer, all of whom shall be active members of this Association.

Sec. 2. There shall be an Executive Committee, consisting of the President, Vice-President, Secretary, Treasurer, and five other Active members of this Association chosen by the vote of the Association.

Sec. 3. The term of office of the officers provided for in Section 1 of this Article, shall be two years, with the exception of the first term of the Vice-President and Treasurer, which shall be one year, to the end that after the first election the President and the Secretary may be elected in years alternating with the years of the election of the Vice-President and the Treasurer; and the term of office of the five additional members of the Executive Committee provided for in Section 2 of this Article shall be one year.

Sec. 4. There shall be a Board of Trustees composed of ten members, six of whom shall be elected by the Association from its membership. The President of the Board of Education of St. Louis and the Chairmen of its Instruction, Finance, and Teachers' Annuity Committees shall ex-officio constitute the remaining four members of said Board of Trustees.

Sec. 5. The term of office for the Trustees elected by the Association shall be three years. Six Trustees shall be chosen at the first election, two of whom shall serve for one year, two for two years and two for three years; and as soon as practicable after their election they shall determine by lot or otherwise the classes to which they shall severally belong, so that thereafter two Trustees may be chosen annually.

Sec. 6. Six shall constitute a quorum of the Board of Trustees; provided, however, that four Trustees elected by the Association are present.

Article III. — Duties of Officers and Committees.

Sec. 1. The President shall preside at all meetings of the Association, appoint all committees not otherwise provided for, and sign all checks and documents required to be executed on behalf of this Association. He or she shall be ex-officio a member of all committees, and Chairman of the Executive Committee.

Sec. 2. The Vice-President, in the absence or disability of the President, shall perform the duties of the President.

Sec. 3. The Secretary shall give notice of all meetings of the Association, attend them and keep a faithful record of their doings. He or she shall have custody of all the books, papers and documents belonging to the Association. He or she shall, with the President, sign all documents required to be executed on behalf of this Association. He or she shall receive all moneys coming to the Association, keep a true account thereof, and pay them over without delay to the Treasurer, taking his or her receipt.

He or she shall give bond for the faithful performance of his or her duties with security in the sum of.....dollars, to be approved by the Board of Trustees.

Sec. 4. The Treasurer shall have custody of all funds belonging to the Association, and shall deposit the same in such depository as shall be designated by the Board of Trustees. He or she shall keep a true account of the funds, and render a report of the same to regular meetings of the Association; or to any meeting of the Board of Trustees, or to the Executive Committee, when required by them so to do. He or she shall pay out such funds only upon the authority of the Executive Committee, and on warrants duly signed by the President of this Association and Chairman of the Board of Trustees.

He or she shall give bond for the faithful performance of his or her duties with security in the sum of.....dollars, to be approved by the Board of Trustees.

Sec. 5. It shall be the duty of the Executive Committee to see that all the laws, rules and regulations of the Association are faithfully observed, to appoint sub-committees and to hear and act upon the reports of such committees, and such special committees as have been appointed by this Association; to distribute, to the various accounts, the funds of this Association; in general, to act for the Association in the intervals between the meetings of the Association, to keep a record of its own proceedings and report the same to the Association, and to call special meetings of the Association on the written request of fifty active members.

Sec. 6. (a.) The Board of Trustees shall have sole power to direct the investment of the permanent fund and to provide for the expenditure of the funds of this Association which the Executive Committee shall have appropriated for annuities and relief, and all such expenditure shall be within the limits of such appropriation.

(b) The Board of Trustees shall have sole power to determine who are entitled to the benefits provided for in Sections 1 and 2 of Article VII.

ARTICLE IV. — VACANCIES.

Should the office of Treasurer be made vacant by death or otherwise, the Executive Committee shall, without delay, call a special meeting of the Association to fill such vacancy. Should the office of President. Vice-President or Secretary be made vacant by death or otherwise, or should vacancies not otherwise provided for occur in the Executive Committee, or among the elective members of the Board of Trustees, the Executive Committee shall fill such vacancies until the next regular meeting of the Association.

ARTICLE V. — FUNDS.

Section 1. All moneys and property held by the Association shall be divided into a general fund and a permanent fund.

Sec. 2. The general fund shall include the following moneys and properties: First — Such part of the total annual dues for each and any year

as the Association shall, in general meeting, or by its Executive Committee, at the close of each scholastic year, by resolution, determine. Second — All interest and revenue derived from the investment of the permanent fund. Third — All gifts, donations and bequests made to the general fund.

Sec. 3. The permanent fund, during the continuance of this Association, shall be used as a permanent capital only, and shall include the following moneys and property: First — Such part of the total of the annual dues, for any and each year, not assigned to the general fund under the provisions of Section 2 of this Article. Second — All gifts, donations and bequests unless otherwise limited by the donors or testators, and all revenue derived from other sources and not otherwise appropriated.

Article VI. — Annuities and Relief.

Section 1. The amount to be spent in Annuities shall be determined and appropriated annually; and such appropriation for any year shall be distributed equally among the annuitants of that year.

Sec. 2. Pecuniary relief may be given by the Board of Trustees to any active member of this Association who may be found to be, because of some emergency, temporarily in destitute condition.

Article VII. — Annuitants.

Section 1. Any man who has been an active member of this Association and who has taught for not less than thirty years, and any woman who has been an active member of this Association and who has taught not less then twenty-five years, and who shall have paid into this Association a sum equivalent to one per cent of his or her total salary for the last thirty or twenty-five years, respectively, he or she shall have taught, shall have the right on, or at any time after, his or her retirement from the work of instruction in the St. Louis Public Schools, to become an annuitant; provided that the last fifteen years of his or her service as a teacher shall have been in connection with the St. Louis Public Schools.

Sec. 2. Any teacher who has been an active member of this Association up to the time of the discontinuance of his or her connection with the St. Louis Public Schools, and whom the Board of Trustees shall by majority vote decide to be of good repute and physically and mentally incapacitated for self-support, shall be and become an annuitant, until such a time as the Board of Trustees shall declare this incapacity to be ended.

Sec. 3. Prior to April 1, 1902, the Board of Trustees may, by unanimous vote, make teachers of the St. Louis Public Schools, retired before the adoption of this Constitution, who have been of good repute and are now physically or mentally incapacitated for self-support, annuitants.

Sec. 4. A list of those entitled to the benefits provided for in Sections 1, 2 and 3 of this Article, shall be determined annually.

ARTICLE VIII. — AMENDMENTS.

This Constitution may be amended in the following manner only: Any amendment proposed by ten active members shall be considered by the Executive Committee, and if it receive a two-thirds affirmative vote, it shall be presented within not less than thirty days to a special meeting of the Association called for that purpose; or, not receiving a two-thirds affirmative vote of the Executive Committee, it shall be reported at the next regular meeting of the Association, and it shall be declared adopted if receiving the affirmative vote of two-thirds of the active members present at such special or regular meeting; provided, however, that no amendment shall be voted on at any special or regular meeting unless the members have been given twenty days' notice of the proposed amendment.

BY-LAWS.

1. There shall be one regular meeting annually of this Association, which shall be held at 10 a. m. on the second Saturday of October. The members who respond to a call for a regular meeting shall be considered as constituting a quorum.

2. All officers, and the five additional members of the Executive Committee, and the elective members of the Board of Trustees, shall be elected at the regular meeting in October.

3. The Executive Committee shall meet regularly on the fourth Tuesday of each month at.....

4. The Board of Trustees shall meet regularly.....of each month at.....

5. The Board of Trustees shall at its regular meeting held in June: —

(a) Estimate the amount to be spend during the following year for annuities, and

(b) The list of annuitants for the following year, and the annuity to be paid to each.

6. None but active members of the Association shall take part in any of its deliberations or actions.

7. Any eligible person who has aided this Association may, by the vote of, and under the conditions prescribed by the Executive Committee, become an honorary member of this Association.

8. These By-Laws may be amended by a two-thirds vote of the Executive Committee, a copy of the proposed amendment having been sent to each member of said committee at least one month before the amendment is voted on.

SCHOOL BOUNDARIES.

	NORTH.	EAST.	SOUTH.	WEST.
Normal and High.				
Adams	Scott av. and Wabash R. R.	Boyle, Papin, Sarah, Manchester and Lawrence.	Park, Tower Grove, Lafayette, Eager Road, Kingshighway and Frisco R. R.	River Des Peres.
Ames	Angelrodt, 11th and Buchanan	Mississippi River	Montgomery	19th, Sullivan and 20th.
Arlington	Natural Bridge Road	Arlington Spalding and Union	Minerva	City Limits.
Ashland	Florissant and Carrie, Rosalie, Red Bud and Kossuth	Warne	Labadie, Taylor, Ashland, Marcus and Natural Bridge Road	Euclid.
Baden	City Limits.	River	Keber and Florissant	City Limits.
Bates	Labadie, Prairie and Cottage	Coleman, Magazine and Webster	Clifton Pl., Francis and Easton	Warne.
Benton	Natural Bridge Road	Marcus, Labadie and Bayard	Easton, Euclid, Theodosia, Union and Minerva.	City Limits.
Blair	Sullivan, 25th, Palm and Branch	20th, Sullivan and 19th	Warren, 20th, Benton, 22d, Maiden Lane, 25th, North Market	Jefferson, Montgomery and Parnell.
Blow	Kansas, 9th and Haven	River	Stein, Grand and Robert	Morganford Road.
Bryan Hill	Emily, Linton, 20th, DeSoto, 11th and Prairie	Broadway	East Grand, Carter, O'Bear, Penrose, Prairie and Kossuth	Warne.
Carondelet	Robert, Grand and Stein	River	City Limits	Morganford Road.
Carr	Biddle	11th	Wash	19th.
Carr Lane	Dickson, Jefferson and Division	19th	Locust	West line of lots fronting on Jefferson, north line of lots fronting on Morgan, west line of lots fronting on Eliot.
Carroll	Park and Rutger	8th, Lafayette and 9th	Geyer	14th.

SCHOOL BOUNDARIES. — *Continued.*

	NORTH.	EAST.	SOUTH.	WEST.
Charless	East line of lots fronting on 12th and 12th st.	Russell, Dolman and Geyer	Sidney, 18th, Penn and Gravois	Ohio.
Chouteau	Mo. Pac. R. R.	23d and Missouri	South line of lots fronting on Caroline.	Compton.
Clay	Newhouse, 11th, Angelica, Broadway, Douglas to the river	River to Buchanan st.	Buchanan, 11th, Angelrodt Twentieth st.	Twentieth st.
Clifton Heights	Wilson	January	Arsenal	Tamm.
Clinton	Mo. Pac. R. R.	13th	Park, Mississippi and Hickory	Missouri and 23d.
Columbia	Natural Bridge Road	Glasgow, Hebert, Jefferson, Sullivan and Parnell.	Montgomery, Cottage, Prairie and Labadie.	Warne.
Compton	Mo. Pac. R. R.	Compton, south line of lots fronting on Caroline, Cardinal and Pennsylvania.	Russell	Grand, Park, Spring, LaSalle and Grand.
Cote Brilliante	Labadie, Marcus, Ashland, Taylor and Labadie.	Newstead	Easton, Taylor, Page, Marcus and Page.	Bayard.
Crow	Easton, Francis and Clifton Pl.	West line of lots fronting on Webster and Compton.	Lucas, Theresa and Lindell	Spring, Windsor Pl. and Vandeventer av.
Des Peres	Delor	River	Haven, 9th and Kansas	Morganford Road.
Divoll	Clifton Pl. and south line of lots fronting on Cass	East line of lots fronting on Leffingwell.	Easton	West line of lots fronting on Webster.
Dodier	Same as Blair			
Douglas	Chambers	River	Cass, 13th and Mullanphy	Blair.
Dozier	Minerva	Union	Line east and west through Forest Park.	City Limits.

Eliot	Penrose, O'Bear, Carter, East Grand.	Broadway	21st, Angelica, 11th, Newhouse, 21st, Angelica, Kossuth, Prairie.	Prairie ave.
Elleardville	Labadie	Warne	Lucky to Pendleton, North Market to Newstead.	Newstead from North Market to Labadie.
Field	Delmar, Walton, Lewis Pl, Taylor and north line of lots fronting on West Belle ave.	Pendleton and Boyle	Wabash R. R., Scott, and east and west line through Forest Park.	Union boulevard.
Franklin	Wash	High and 12th	Market	19th.
Fremont	Penn	18th, Lynch and 13th	Arsenal	Jefferson.
Froebel	Gravois, Miami, Compton and south line of lots fronting on Cherokee.	California	Alberta, Giles and Rebecca	Bamberger and Spring.
Gardenville	Devonshire	Morganford Road	City Limits	City Limits.
Garfield	Gravois, Jefferson and Arsenal	Lemp, Utah, and east line of lots fronting on Illinois.	Cherokee	West line of lots fronting on Jefferson.
Grant	Arsenal, Louisiana, Sidney, north line of lots fronting on Sidney	Ohio, Gravois, and east line of lots fronting on Oregon, Cherokee and California.	South line of lots fronting on Cherokee, Compton, Miami and Gravois	Bamberger, Spring, Connecticut and Gustine.
Gratiot	Line east and west through Forest Park.	Des Peres River, Frisco R. R., Macklind, Wilson, and west line of lots fronting on Macklind.	Columbia, January and Wilson	Tamm, Dale and Louisville.
Gravois	All of Grant District south of Juniata st.			
Hamilton	North Market, 25th, Maiden Lane, 22d and Howard.	20th, Cass, Sarsfield Pl., O'Fallon and 20th.	Division	Jefferson.
Harrison	Florissant, Harris, Grant	Warne ave	Kossuth ave	Red Bud, Rosalie, Carrie.
Hodgen	South line of lots fronting on Caroline.	Missouri, Russell and Ohio	South line of lots fronting on Victor.	Minnesota, Hawthorne and Pennsylvania.
Humboldt	Lafayette	River	St. George	Broadway.

SCHOOL BOUNDARIES.— *Continued.*

	NORTH.	EAST.	SOUTH.	WEST.
Irving	Kossuth, Angelica, 21st, Newhouse.	Twentieth st.	Branch, Florissant, Palm, 25th, Sullivan, Jefferson, Hebert, Glasgow, Natural Bridge Rd.	Warne ave.
Jackson	Benton, 20th, Warren, 19th and Montgomery.	Blair	Mullanphy, 17th, Cass, 18th, Biddle, 19th and Division.	20th, O'Fallon, Sarsfield pl., Cass, 20th, Howard and 22d.
Jefferson	Biddle st.	8th, Morgan, Third.	Locust, Third.	Twelfth, High.
Laclede	Locust	River	Gratiot, 7th and Cerre.	14th, Market and 12th.
Lafayette	Geyer, 9th and Lafayette.	Broadway	Sidney	12th and west line of lots fronting on 11th.
Lincoln	Olive, west line of lots fronting on Jefferson and Locust.	19th, Market and 14th	R. R. tracks.	West line of lots fronting on Jefferson and Beaumont.
Longfellow	Old Manchester Road, Tamm and Arsenal.	Sublette	Devonshire	City Limits.
Lowell	A line running through Bellefontaine Cemetery from the corner of Euclid and Florissant aves. to Keber ave., thence by Keber ave. to the river.	River	Douglas.	Broadway, Prairie, Blair, De Soto, 20th, Linton, Emily, Warne, Grant, Harris, Florissant.
Lyon	Sidney, Broadway and St. George.	River	Utah	Lemp, Arsenal, 18th, Lynch and 18th.
Madison	R. R. tracks, 7th and Gratiot.	River	Rutger.	18th.
Mann	Arsenal.	Gustine.	Humphrey	Morganford Road.
Marquette	North line of lots fronting on West Belle and Windsor pl.	Spring, Lindell, Grand.	Manchester Rd. and Duncan	Boyle and Pendleton.

John Marshall....	North Market st.....	West line of lots fronting on Goode, Pendleton avenues.	South line of lots fronting on Page, Newstead ave., south line of lots fronting on Fairfax, Taylor ave., Lewis pl.	Marcus ave., Easton ave., west line of lots fronting on Cora.
Meramec.....	Rebecca, Giles, Alberta, Broadway and Osage.	River.....	Osceola	18th.
Monroe.....	Cherokee.....	East line of lots fronting on Illinois, Chippewa and Missouri.	Osage, Broadway and Alberta.....	California.
Mt. Pleasant.....	Osceola.	River.....	Delor.....	18th.
Oak Hill.....	Scanlon, Morganford Road, Humphrey, Gustine and Connecticut.	Spring, Bamberger, Gravois, Spring, Chippewa, Bamberger and 18th.	Delor, Morganford Road and Devonshire.	Sublette.
O'Fallon.....	Mullanphy, 13th and Cass.....	11th.....	Biddle.....	18th, Cass and 17th.
Peabody.....	Hickory, Mississippi and Park	14th, Geyer and Dolman	Russell.....	Missouri.
Penrose.....	Montgomery.....	Jefferson	Dickson, west line of lots fronting on Eliot and south line of lots fronting on Cass.	Webster, Magazine and Coleman.
Pestalozzi.....	Rutger	River.....	Lafayette.....	8th.
Pope	Lindell and Olive.....	Beaumont, and west line of lots fronting on Jefferson.....	R. R. tracks.....	Grand.
Riddick.....	Lucky st. and Warne ave., Easton ave.	Vandeventer av.....	North line of lots fronting on West Belle.	Newstead to north line of lots fronting on Page to Pendleton, Pendleton to Easton and through west line of lots fronting on Goode to Lucky.
Rock Spring	Duncan and Manchester Road.....	Grand, LaSalle and Spring.....	Park, Lawrence, Manchester av., Sarah and Papin.	Boyle.
Roe.....	East and west line through Forest Park.	Line through Forest Park, Louisville, Dale, Manchester and Tamm.	Old Manchester Road	City Limits.
Shaw.....	Frisco R. R., Kingshighway, Eager Road and Lafayette.	Tower Grove, Magnolia and Grand.	Arsenal, Morganford Road, Scanlan, Sublette and Arsenal.	January, Columbia and west line of lots fronting on Macklind, Wilson, and Macklind.

SCHOOL BOUNDARIES.— *Continued.*

	NORTH.	EAST.	SOUTH.	WEST.
Shepard	Utah	River	Osage	Missouri, Chippewa and west line of lots fronting on Wisconsin.
Sherman	Park	Grand, Russell, Hawthorne, Minnesota, Sidney and Louisiana.	Arsenal, Grand and Magnolia	Tower Grove av.
Shields	Cass	River	Locust, Third, Morgan, Eighth, Biddle, Eleventh.	Locust, Third, Morgan, Eighth, Biddle, Eleventh.
Stoddard	Easton, Beaumont and north line of lots fronting on Morgan	West line of lots fronting on Jefferson	Olive	Theresa, Lucas and Compton.
Walnut Park	Florissant	Euclid	Natural Bridge Road	City Limits.
Washington	Theodosia, Euclid, Easton	Marcus, Lewis pl., Walton	Delmar	Union boulevard.
Webster	Montgomery	River	Chambers	Blair.
Edward Wyman	Park ave., Spring ave., LaSalle, Grand ave., Missouri Pacific Railroad.	Compton avenue to south line of lots facing on the south side of Caroline street, Cardinal ave., Pennsylvania ave., Longfellow boulevard.	Russell, Grand, Shaw.	Lawrence st.
Aldridge	City Limits	River	Keber, Euclid and Bircher	City Limits.
Attucks	Mo. Pac. R. R., 12th and Market	River	Osage, Giles, Rebecca and Meramec.	Gravois, Dolman and 17th.
Banneker	Natural Bridge Road, Grand, Carter and Ferry	20th, Cass, 23d, south line of lots fronting on Carr and Jefferson.	Franklin, Channing, Lucas, Grand and Delmar.	Vandeventer av.
Belt Ave	Same as Simmons			
Delany	Devonshire, Kingshighway, Meramec, Rebecca, Giles and Osage.	River	City Limits	City Limits.

Dessalines	Penrose	River	South line of lots fronting on Carr.	23d, Cass and 20th.
Dumas	North line of lots fronting on Wash.	River	Market, 12th, Mo. Pac. R. R, 18th, Clark, 20th and Chestnut.	Jefferson.
Garnett	Euclid and Keber	River	Penrose, 20th, Carter, Grand and Natural Bridge Road, Vandeventer, Kossuth, Warne, Carter, Shreve and Bircher.	Same as north.
L'Ouverture	Magnolia, Grand, Lafayette, Louisiana, Rankin, Channing and Franklin.	Jefferson, Chestnut, 20th, Clark, 18th, R. R. Tracks, 17th and Dolman.	Gravois and Meramec	Kingshighway.
Simmons	Bircher, Shreve and Carter	Warne, Kossuth and Vandeventer	Delmar	City Limits.
Vashon	Oakland	Kingshighway	Devonshire	City Limits.
Wheatley	Delmar, Grand and Lucas	Channing, Rankin, Lafayette and Grand.	Magnolia, Kingshighway and Oakland.	City Limits.